Course Companion

IGCSE English

Every topic handout in one volume

全部专题讲义合集

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Reading skills

IGCSE English

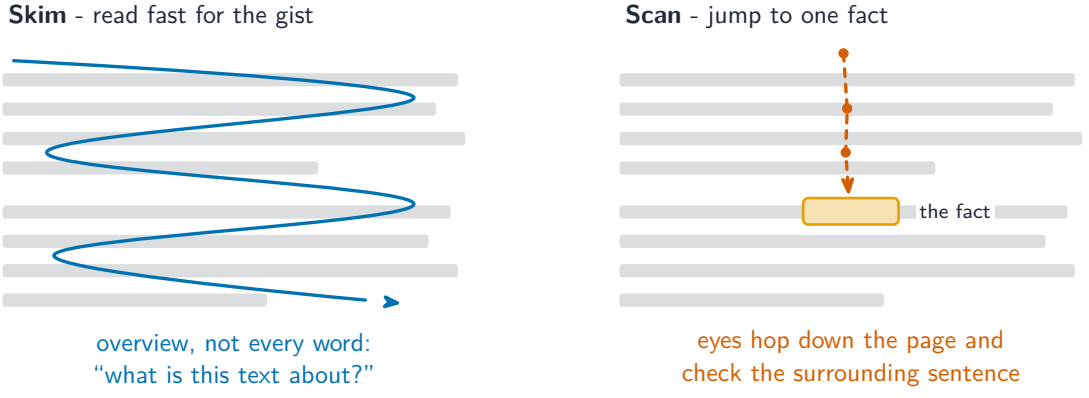
Reading for specific information

An airport departure board contains many facts, but you usually need only one flight. Choose a reading method for your purpose, then check the detail carefully. This lesson prepares Cambridge IGCSE English as a Second Language 0510 reading skills, not First Language English 0500.

For the 2024–2026 syllabus, Paper 1 has four reading exercises: short answers, multiple matching, brief notes and multiple-choice questions. The 2027–2029 syllabus retains these reading task types. The summary-writing exam task was removed from 2024; summarising below is a useful study skill, not a current extra exam exercise. These mini practices are shorter than a full exam task.

■ Skim first, then scan

Skim 略读 for the **gist** 大意: use the title, opening, topic sentences and the shape of each **paragraph** 段落 to identify the main topic. You do not need to read every word or follow a fixed eye path. **Scan** 扫读 to locate a particular detail, such as a time or a phrase with the same meaning as the question. After locating it, read the surrounding sentence closely; nearby details may refer to something else.



Get an overview, locate a possible answer, then read its context carefully

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The photo illustrates a search purpose; use the fictional table below for the practice answers

Scanning practice.

Flight	Destination	Time	Gate
AB201	Hanoi	09:15	6
AB218	Hanoi	10:05	9
AB305	Seoul	09:40	4

Which gate serves AB218? **9**. Finding "Hanoi" alone would leave two possible rows. Match the flight identifier, then read the gate in the same row. The earliest flight in this table is AB201 at 09:15; this does not claim anything about flights outside the table.

■ Match the question to the text

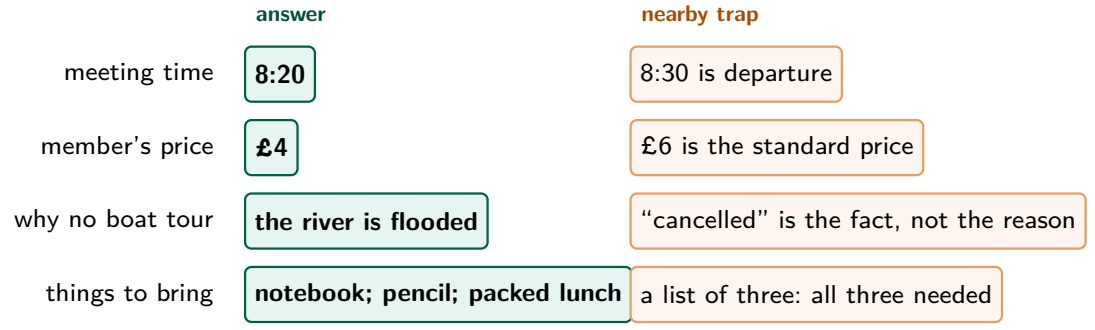
Predict 预测 the *type* of information required, not an unsupported answer. "When should students meet?" asks for a meeting time, which may differ from departure. "Why?" needs a reason. Use the question's limits: who, where, when, how many and which event?

Short-answer practice.

> The science club will visit the Greenwater Museum on Friday 14 May. Meet at the school gate at 8:20; the coach leaves at 8:30. Admission costs £6, but members pay £4. Return is planned for 16:00. Bring a notebook, a pencil and a packed lunch. The outdoor boat tour has been cancelled because the river is flooded. The indoor workshop will still take place. Book with Ms Chen by Tuesday 11 May.

Find the meeting time, the admission price for a club member, the reason the boat tour is cancelled, and the three things students should bring.

Worked check. Meeting: **8:20**, not the 8:30 departure. Member price: **£4**, not the standard £6. Reason: **the river is flooded**, not the fact that the tour is cancelled. Items: **a notebook; a pencil; a packed lunch**. Each answer is checked against the relevant event or category.



Each answer sits next to a detail that is almost right

■ Write short, exact answers

In Exercise 1, use a word or short **phrase** 短语 that gives the required meaning. Copying a suitable phrase can help, but there is no universal rule that every changed word loses a mark. Do not copy a whole paragraph or add alternatives that make the meaning unclear. Keep necessary qualifiers such as "furthest" or "on flat roads". Follow the actual number of details requested.

Verified exam connection – 0510/12, May/June 2025. Question 4 requires the superlative idea that the Painted Lady travels furthest, and the official scheme accepts appropriate alternative verbs. Question 3 distinguishes *adapt* from *adopt* because the latter changes meaning. Question 6 asks for three protective features drawn from different parts of the article. Its scheme credits three distinct supported details, not three restatements of the same idea. This also shows why a later question may require searching back through a text.

Connecting ideas across a text

■ Multiple matching

In **multiple matching** 多项匹配, match each question's whole meaning to the relevant text or section. A **paraphrase** 改写 changes wording while keeping meaning. The same letter may answer more than one question; do not use each text just once unless the instructions require that.

Mini texts – songwriters.

A Mei: I write best alone. In a group I lose track of my ideas. A walk often gives me a melody; I add the words afterwards.

B Omar: Other people improve my ideas, so I prefer writing with friends.

I start with words and create a tune later. Every Sunday I set aside an hour to write.

C Rosa: I begin with words, then add music on my own. Once a song is finished, I prefer to keep its original form rather than make new versions.

Who (1) creates better work with others, (2) has a regular writing routine, (3) avoids changing completed songs, and (4) develops the music before the words?

Worked check. 1 B: friends improve Omar's ideas. **2 B**: every Sunday is a routine. **3 C**: Rosa keeps the original form. **4 A**: Mei starts with a melody. Mei mentions a group, but says it harms her concentration; matching a word alone would give the wrong answer. The repeated B is intentional. In the actual 2025 Q7, the official sequence also reuses letters across nine items.

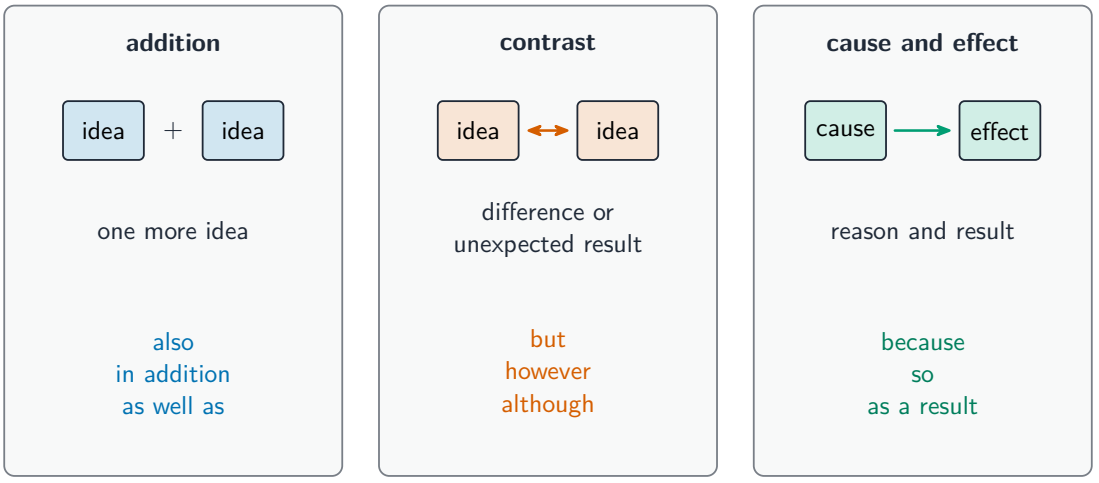
	A Mei	B Omar	C Rosa
1 better work with others	"group"	B	
2 a regular writing routine		B	
3 keeps finished songs unchanged			C
4 music before the words	A		

match the whole meaning: Mei mentions a group, but it harms her concentration

Match the whole meaning; a letter can be used twice

■ Signal words

Signal words 信号词 can help reveal a connection: **addition** 递进 adds information; **contrast** 对比 shows a difference or an unexpected result; **cause and effect** 因果 connects a reason and consequence. Time words show sequence. They are clues, not automatic answer locations. Ideas can be connected without an obvious signal word.



Identify the two ideas as well as the connecting word

Connection task. "The club bought more cameras because membership grew. However, beginners still had to share them." Membership growth is the stated reason for buying cameras. "However" contrasts the purchase with continued sharing; it does not prove that the writer is angry. "After the workshop, we reviewed the photos" gives a time sequence, not proof that the workshop caused the review.

Making notes and summaries

■ Note-making

Note-making 做笔记 selects details for a specified heading and purpose. Write brief notes that retain the essential meaning. An example can be necessary if it is the detail requested; do not automatically discard all examples. Several phrases describing one benefit may still be only one point.

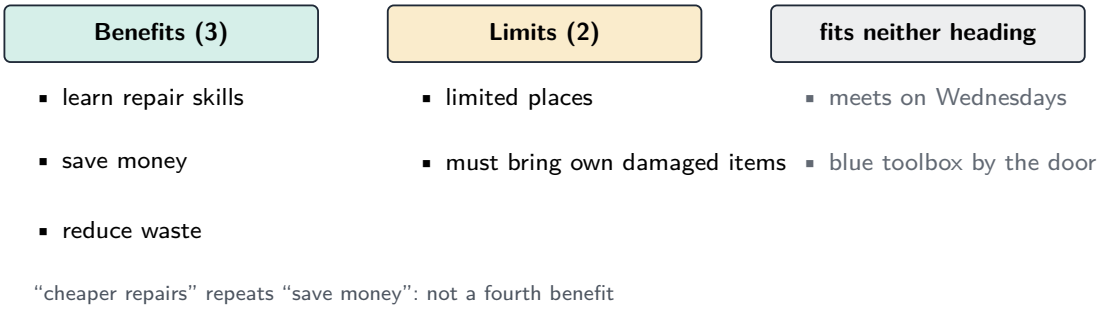
Notes practice.

> The school repair club meets on Wednesdays. Students learn practical repair skills and save money by fixing their own belongings. The club also helps keep usable items out of the rubbish. A blue toolbox is kept by the door. Places are limited because only two teachers can supervise. Students must bring damaged items from home; the school does not provide them.

Under **Benefits**, make three notes. Under **Limits**, make two notes.

Worked check. Benefits: **learn repair skills; save money; reduce waste**. Limits: **limited places; must bring own damaged items**. Wednesday is a meeting detail; the blue toolbox is equipment information. Neither fits these headings. "Cheaper repairs" repeats saving money rather than creating a fourth benefit.

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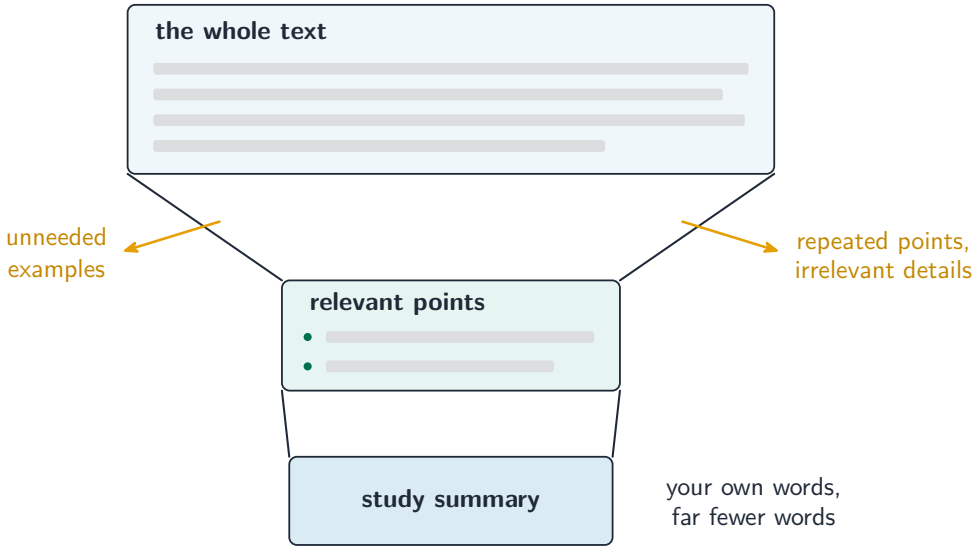


Sort each detail under its heading; some details fit neither

Verified exam connection – 2025 Exercise 3. The recumbent-bike task asks for four advantages and three disadvantages. The scheme accepts short relevant phrases. It keeps the “flat roads” condition for rapid travel and distinguishes that from difficulty uphill. A detail that describes a bike is not automatically an advantage or disadvantage.

Summary skills

A **summary** 概括 gives the main relevant ideas in fewer words. Select for a purpose, combine related points, and avoid unnecessary **repetition** 重复. Use your own words where appropriate while preserving the original meaning and qualifications. Repetition in a source does not by itself make a point required. This is study practice; the current 0510 reading paper does not have a summary-writing exercise.



For study summaries, relevance decides what stays; examples may matter if the purpose requires them

Study summary. For the repair-club text, the purpose is “explain the benefits”. A

model is: **The repair club teaches useful skills, helps students save money and reduces waste.** It omits the timetable, equipment and participation limits because the stated purpose asks only for benefits. A summary about joining the club would need a different selection.

Reading between the lines



Close reading supports interpretation; a photograph does not reveal a writer's intended meaning

Inference 推断 is a supported conclusion beyond what is directly stated. A writer **implies** 暗示 a meaning through details and relationships. Use evidence, but do not invent a reason, motive or event. The writer's **attitude** 态度 is their view or feeling; **word choice** 用词 and the surrounding explanation can support it.

Inference task. "Lin claimed she had finished the report. When her partner asked to see it, she closed her laptop and changed the subject." This suggests doubt about whether the report is finished. It does not prove a broken laptop, a lie or a desk covered in unfinished work. "Claimed" alone is not a universal signal of dishonesty; the following behaviour supports the cautious inference here.

For a **multiple-choice** 选择题 question, compare every option with the relevant evidence. An option may use words from the text but change who acted, the time, the degree of certainty or the writer's attitude. Choose the best supported option, not the strongest sounding one. Follow the printed response instruction: the June 2025 reading Exercise 4 uses a tick in the chosen box; multiple matching uses letters.

Attitude task. "I enjoyed the first workshop. The second was useful too, although I wish we had had more time to practise." Best description: **positive with one reservation**. "Completely dissatisfied" ignores the praise; "pleased with every aspect" ignores the time criticism. Contrast does not erase the positive part.

Use **context** 语境 to infer an unfamiliar word. In "The room was cramped: twenty people had to squeeze around one small table", *cramped* means **too small or crowded**. The explanatory detail supports it. Without enough context, keep the meaning tentative; you do not need to understand every word to answer a question about a different detail.

Exam tips

Read the actual task instruction, identify the information type and locate evidence. Then check the whole relevant sentence, including negation, comparisons and conditions. Keep answers brief but meaningful; give the required number of distinct details. Short-answer questions may often follow the text, but matching and whole-text detail questions require returning to different sections. For choices, select one response in the required form and use evidence to decide. Attempt all questions, but an unsupported guess is not a reading strategy. Summary work in this lesson is a labelled study skill, not a current 0510 exam task.

Vocabulary card meanings

skim: To move quickly through a text for the general idea. gist: The main idea, leaving out smaller details. predict: To say what is likely to come next, before reading on. multiple matching: A task that pairs several questions with several texts. paraphrase: A restatement that keeps the idea and changes the words. signal words: Words such as however or therefore that show a relationship. addition: A move that brings in a further point. contrast: A move that sets a difference against what came before. cause and effect: A link from a reason to what followed. note-making: Writing brief points while reading or listening. summary: A short account that keeps the main points only. implies: Hints at something without stating it directly. word choice: Which words a writer picks, and the effect of that pick. multiple-choice: A question that offers a fixed list of options.

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Writing: purpose, audience and accuracy

IGCSE English

Purpose, audience and register

You want to invite Alex to a picnic and ask your head teacher to lend the group a school football. The event is the same, but the messages have different jobs. Good writing starts with what the reader needs to understand or do.

■ Know your purpose

Your **purpose** 目的 may be to **inform** 告知, invite, explain, **argue** 论证 for a change or **discuss** 讨论 different views. Read the actual command words; do not reduce every task to the same formula. For current Cambridge 0510 writing tasks, the whole response is assessed for content and language. Covering the task, developing ideas and choosing suitable style matter, alongside language range, accuracy and organisation.

Invitation task. Write an email to your friend Alex inviting them to a picnic. Explain why you are organising it, say when and where it will take place, and tell Alex what to bring. Practise planning for a 120–160-word response. Use these notes: Saturday at 14:00, Riverside Park, meet at the main gate; a chance for friends to relax after exams; you will bring sandwiches and want Alex to bring water. Weather is not confirmed and no indoor venue is booked.

Planning attempt. State the job in one line. Identify every requested point. Does "Come on Saturday; it will be fun" answer the whole task?

Worked check. Invite a friend, explain the reason, give time and place, and ask Alex to bring water. "Saturday" alone misses the time and place; "fun" does not explain why you are organising this event. Keep supplied details consistent. An invitation to a stranger or a report about a completed picnic would answer a different task.

requested point	detail from the notes	"Come on Saturday; it will be fun"
invite Alex	a friendly invitation	partly: an invitation, but vague
why you organise it	friends relax after exams	"fun" is not a reason
when and where	Saturday 14:00, Riverside Park main gate	no time or place
what to bring	water (you bring sandwiches)	missing

Plan every requested point before you write

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Know your audience

The **audience** 读者 is the intended reader, such as a friend, teacher or organiser. Consider the relationship and purpose together. A quick message to a familiar teacher can differ from a formal report to that same person. Do not assume every teacher is a stranger or that one reader title dictates every wording choice.

Choose the right register

Register 语域 includes how **formal** 正式 or **informal** 非正式 the writing sounds. A friendly invitation can use contractions and a personal voice. A formal request or report usually needs a more measured style. Full forms are not automatically better, and contractions are not universally ungrammatical in formal contexts. Avoid unfamiliar **slang** 俚语, text abbreviations and rude demands when they do not suit the reader and task.

Alex: invite a friend
"Would you like to join us?"
Friendly and clear

Ms Chen: request a loan
"Could we borrow a football?"
Polite; permission not assumed

Purpose and relationship guide wording together.

Choose wording from both the relationship and the job of the message

Register attempt. Compare "Hi Alex, would you like to join us?" with "Ms Chen, could we borrow a school football for our picnic?" Explain why both can be suitable. Repair "plz give us a ball now" for the head teacher. Permission has not yet been given.

Possible repair. "Dear Ms Chen, could we borrow a school football for our picnic on Saturday? We would return it on Monday." This requests rather than assumes permission. The return date is a proposed arrangement. "Hi" is not inherently rude; the abrupt demand and text abbreviation are poor choices for this request. Do not invent a general rule that a greeting alone wins or loses marks.



Plan for the stated reader and purpose; the photograph supplies no picnic facts

Organising your ideas

Plan before you write

A brief **plan** 计划 helps check coverage and order. Practise a sensible division of writing time; there is no single official one-minute planning or five-minute checking rule. The task and your writing speed affect the balance. Keep time to review the whole response.

Ordering attempt. Order the invitation's ideas: what Alex should bring; reason for the picnic; invitation, time and place. What information does Alex need before deciding what to bring?

Possible order. Invite Alex and explain the reason, give the meeting details, then say what you will provide and ask Alex to bring water. Related ideas may share a **paragraph** 段落. A paragraph develops a connected point; it does not need to contain exactly one fact or one sentence.

Invite and explain	**Meeting details**	**Share preparations**
Relax with friends after exams	Saturday, two; park main gate	I bring sandwiches; ask Alex for water

Group related information and show meaningful connections; paragraph count is not fixed

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■ Link your ideas

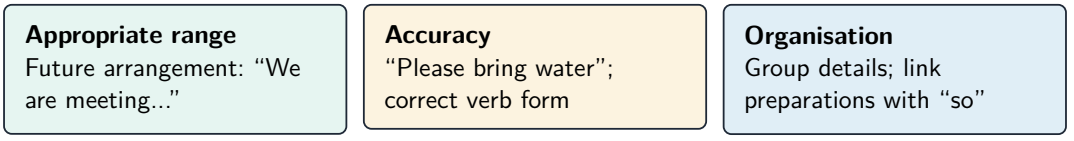
Linking words 衔接词 express relationships. “Also” adds; “however” contrasts; “so” can show a result or reason for a decision. Choose the meaning before the word. Do not put “however” between ideas merely to sound sophisticated.

Linking attempt. Join these ideas accurately: “I will bring sandwiches. Please bring water.” Then repair “It may rain. Therefore, the weather will be sunny.” Why does the second link fail?

Possible answers. “I will bring sandwiches, so could you bring water?” connects sharing the preparations. “It may rain, so we should check the forecast before leaving” gives a reasonable next step. “Therefore” cannot turn possible rain into proof of sunshine. “Although it may rain, we still hope to meet” expresses contrast; it does not confirm the weather or an indoor booking.

Accuracy: grammar, vocabulary and checking

Language assessment includes **range** 多样性, **accuracy** 准确性 and organisation. Use a range of structures and words appropriately, without sacrificing meaning. Checking can improve communication; do not promise a fixed number of extra marks for finding particular errors.



Language assessment includes appropriate range, accuracy and organisation

■ Show a range that fits the meaning

Different **tenses** 时态 serve different time meanings. A past account, present fact and future plan may need different forms, but do not force a tense change into each sentence. Use **vocabulary** 词汇 you understand. **Synonyms** 同义词 are not interchangeable in every context; repeating a clear key word can be better than changing its meaning.

Range choice. Which fits our invitation: “We are meeting at two on Saturday” or “We had met at two on Saturday”? Explain from the intended future meeting. Does replacing “bring water” with “carry liquid” improve the message?

Worked check. Present continuous can describe this future arrangement. Past perfect would need a past reference point and does not express the intended invitation. “Carry liquid” is vague and unnatural here; “bring water” is precise. A longer or less common expression is not automatically stronger.

■ Repair an actual draft

Check **grammar** 语法, **spelling** 拼写 and **punctuation** 标点 alongside task coverage and tone. Read in two passes: first meaning and consistency, then sentence-level errors. Practise this short extract; it is not a complete exam response.

Accuracy attempt. "hi Alex we is meeting at riverside Park on saturday at two. Please brings water. I will bring sandwishes, its going to be fun." Identify errors and explain the repairs. Which parts of the original invitation task still need development?

Worked revision. "Hi Alex, we are meeting at Riverside Park on Saturday at two. Please bring water. I will bring sandwiches. It's going to be fun." Capital letters mark the greeting, place and day. "We" takes "are"; an imperative uses "bring", not "brings". "Sandwiches" is the correct spelling. "It's" means "it is"; full stops separate sentences. The extract still needs the main-gate meeting detail and an explanation of relaxing together after exams. Correct grammar alone does not complete the task.

■ Check meaning as well as forms

Consistency attempt. A later sentence says "Meet at the side gate at three." Why is this a problem even if it is grammatically correct? Repair it. Then review "If it rains, we will meet in the booked hall" against the notes.

Worked check. Use the main gate at two to match the supplied arrangement. No hall is booked: "If rain is forecast, I will contact you about changing the plan" is a possible proposal, not a confirmed alternative venue. Good checking includes dates, places, requested points and supported claims.

Exam tips

Read the actual task before applying a template. The official 0510 criteria assess task fulfilment and development as a whole, rather than giving a universal fixed deduction per missed point. Range, accuracy and organisation work together; short correct sentences alone do not guarantee the strongest response, and uncontrolled complexity can obscure meaning.

Use the 120–160-word guidance for the relevant current writing tasks. Practise judging length, but do not forbid a brief count when needed. Plan, draft and review within the time available; choose a routine through practice rather than treating a particular number of minutes as an exam law.

Independent task. Invite a friend to a school book exchange. Explain why you want to go together, give the time and place, and say what your friend should bring. Notes: Friday at 16:00 in the library; meet at the entrance; students may exchange one book without payment; bring a book in good condition. Draft a complete 120–160-word email before reviewing it.

Possible review. Check all requested points and explain a relevant reason, such as helping each other choose books. Keep Friday, 16:00 and the library entrance consistent. Match the friendly audience, group related ideas, choose links by meaning

and repair language. A greeting, a contraction or a new synonym cannot replace missing content. This lesson's short extracts are practice steps; they are not full-length models to memorise.

Vocabulary card meanings

inform: To tell the reader something not already known. argue: To give reasons for a view one wants accepted. discuss: To treat more than one side of an issue. slang: Very informal words used among friends, out of place in a formal report. linking words: Words that join sentences and show their relationship. range: How many different words or structures a writer uses. tenses: Verb forms that place an action in time. spelling: Writing a word with the accepted letters. punctuation: Marks such as commas and full stops that organise sentences.

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Writing an informal email

IGCSE English

Why and to whom you write

Imagine telling a friend about a school visit that did not go as planned. Your reader needs more than "It was good". An **informal email** 非正式电子邮件 shares relevant news with someone you know, using an appropriate personal voice.

In Cambridge 0510 Paper 1 Exercise 5, write 120–160 words for the stated purpose and reader. Both the 2024–2026 and 2027–2029 syllabuses give up to 6 marks for content and 9 for language. These assess the response as a whole, including task fulfilment, development, appropriate style, accuracy and organisation. A phrase or extra sentence does not automatically earn a mark.

■ Cover every prompt

Read all the **prompts** 提示 and their command words. "Explain why" needs a reason; "describe" needs relevant information about what happened; "say what you enjoyed most" needs a clear choice. Address every requested point and develop it sufficiently. Missing a point weakens task fulfilment, but do not invent a fixed mark deduction without the actual scheme.

Classroom task. You recently visited a science museum with your class. Something unexpected happened. Write an email to your friend Sam. Explain why your class chose the museum, describe the unexpected event and how you responded, and say what you enjoyed most and why. Write 120–160 words. You may invent plausible details consistent with this fictional task.

Planning attempt. Choose a reason, an unexpected event and a favourite activity. Can "I went on Friday; it was great" answer all three prompts? Decide what information is missing before adding more words.

Worked plan. Space lessons motivated the visit. A temporary lighting failure interrupted a demonstration; the group waited and asked the guide questions. A Mars journey-planning activity was the favourite because classmates could compare ideas. A date alone does not answer why the class chose it.

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explain why the class chose the museum	**describe** the unexpected event and your response	**say what you enjoyed most** and why
space lessons motivated the visit	lights failed in a demonstration; we waited and asked the guide questions	the Mars journey-planning activity: comparing ideas

"I went on Friday; it was great" answers none of the three

One planned answer for each prompt

■ Use a friendly tone

An **informal** 非正式 **tone** 语气 suits the relationship. Contractions and natural questions can help, but there is no requirement to insert a question or exclamation mark into every email. Avoid copying a phrase such as "Thanks for your email" when no earlier message is established. Warm writing can still be grammatical and clear.



A friendship illustrates the intended relationship; the people pictured are not evidence about the fictional task

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Plan for the actual reader and purpose before drafting

How to build your email

Organise the response so the reader can follow the news and find every requested point. Cambridge's guide recommends separate paragraphs for the prompts as a useful planning scaffold. It is advice, not a rule that every related idea must occupy its own paragraph.

Hi Sam,

We chose the museum to explore our space topic. — reason for the visit

The lights failed; we waited and asked the guide questions. — event and response

I liked planning a Mars journey because we compared ideas. — favourite and why

See you soon,

Lin

A useful scaffold: check all prompts, but let related ideas connect naturally

■ Greeting and ending

A **greeting** 问候语 such as “Hi Sam,” or “Dear Sam,” can suit a friend. A friendly **closing** 结束语 such as “See you soon,” or “Best wishes,” can suit the situation. Use your name appropriately; first name is a natural choice here, not a universal ban on full names. “Dear” by itself does not make a message formal.

Choice task. For the museum email, choose between “Dear Sir or Madam” and “Hi Sam”. Then choose between “See you soon” and “Yours faithfully”. Explain the fit to the actual relationship rather than memorising one greeting for every task.

Worked choice. “Hi Sam” and “See you soon” fit this friendly message. The traditional business-letter pairing would sound distant here. Other natural friendly pairs can also work.

■ Paragraphs

Use clear **paragraphs** 段落. For this task, a reason for the visit, the unexpected event and response, and the favourite activity form a useful sequence. Keep openings and endings brief enough to leave room for the requested content. Do not turn an email into headings or a bullet-point answer.

■ Useful language

Short forms 缩略形式 such as “I’m”, “didn’t” and “we’re” suit friendly writing; full forms remain grammatical.

Register repair. Rewrite “Dear Sir. I am writing to inform you that I visited a museum.” for Sam. Keep the visit; add only plausible fictional details.

Possible revision. “Hi Sam, I went to the science museum with my class and wanted to tell you about it.” “Guess what!” is another possible opening when it fits the news, not a compulsory formula.

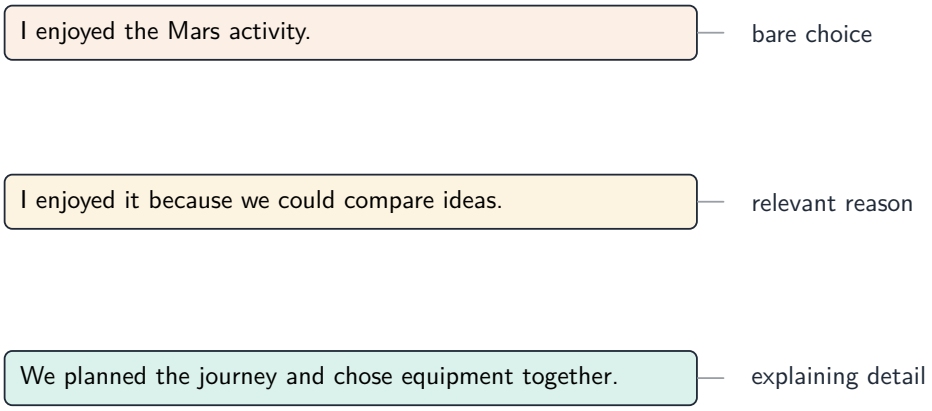
Making your email better

Ideas are **developed** 展开的 when relevant explanation helps the reader understand the point. Length alone does not establish development.

■ Develop your ideas

A **reason** 原因 answers why; an **example** 例子 makes an idea concrete; a **detail** 细节 gives relevant information. Add what the prompt needs. Repetition or an unrelated detail may add words without improving the answer.

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Development depends on relevance, not a word count or an automatic mark ladder.

Relevant explanation develops an idea; extra words do not guarantee extra marks

Development attempt. Improve "I enjoyed the Mars activity". Explain what you did and why it was enjoyable. Then decide whether "My pencil was blue" helps answer the same prompt.

Worked revision. "I enjoyed planning a journey to Mars because we could compare ideas and choose the equipment together." This connects the activity to the enjoyment. Pencil colour does not explain that enjoyment in the stated situation. Do not add invented real-world statistics to make the fictional account sound proven.

■ Check before you finish

Check every prompt, the consistency of events, word range and a suitable voice. Then check sentence boundaries, spelling, verb forms and links. For example, "Last Friday I have visited" should be "Last Friday I visited" in this completed-time account. Different tenses can be appropriate for background, earlier events and future plans; do not force one tense everywhere.

■ A model email

Write your response before reading this original teaching model. It is not an officially marked answer. Its fictional details follow the task above.

> Hi Sam,
>
> How are things? I went to the science museum with my class last Friday, and I've got to tell you about it. We chose the museum because we were studying space and wanted to see how astronauts live.
>
> The visit didn't start smoothly. Just as our guide began explaining a model spacecraft, the room lights went out. We waited in the corridor while the staff checked the problem. At first I was disappointed, but our guide used the time to answer our questions.

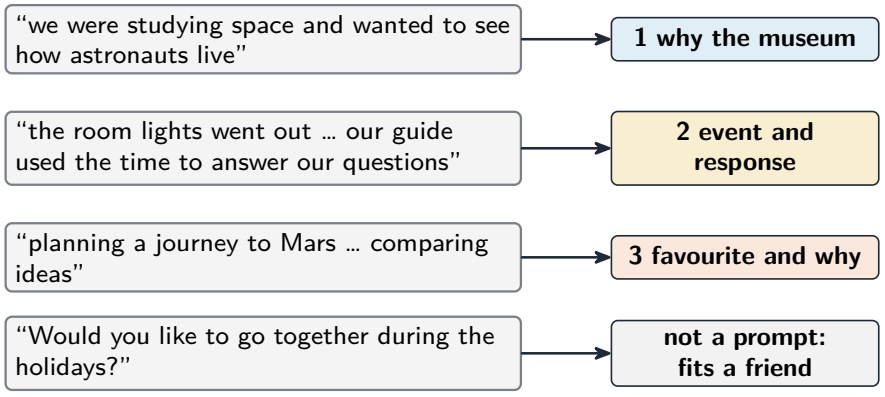
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My favourite part came later, when we tried planning a journey to Mars. I enjoyed comparing ideas with my classmates rather than only looking at displays. It made our science lessons feel much more real.

Would you like to go together during the holidays? Let me know when you are free.

See you soon, Lin

The body has 134 words by a space-separated count, excluding greeting, sign-off and name. The space topic explains the choice of museum. The lighting failure and corridor wait describe the event and response. The Mars activity and comparison of ideas explain the favourite part. The invitation fits the relationship but is not required by the three prompts. Full forms in this model are grammatical and do not by themselves make it a business letter.



Every prompt has its paragraph in the model email

Review attempt. A different draft says: "Hi Sam, I went to a museum on Friday. There were many rooms and a café. The trip was great. See you soon." Identify the unanswered prompts. Repair the content before adding decorative phrases.

Worked review. It does not explain why the class chose the museum, give the unexpected event and response, or identify the favourite activity with a reason. Saying the whole trip was great does not supply those specific answers. Use a plan to add relevant development rather than repeating "great".

Exam tips

Verified exam connection: June 2025 0510/12 Question 16 asks about a family weekend away, including why the family went, a problem and its effects. "What the problem was" and "how it affected the family" are separate demands. The official scheme assesses task fulfilment and development, not a guaranteed mark for each extra detail. Our museum model answers a different original practice task.

Cambridge's informal-email guide recommends relevant development of all requested

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points, suitable personal language and clear organisation. It warns against unsuitable formal links, misused idioms and weak tense control. A friendly tone is more than spelling contractions or adding exclamation marks.

Independent original task. Write 120–160 words to a friend about helping at a school book exchange. Explain why you volunteered, describe a difficulty and your response, and say what you learned. Invent plausible details consistent with the scenario. Plan and draft before reviewing.

Possible plan, not a full answer. You wanted more students to find affordable reading; the labels were mixed up, so you helped sort books; you learned to give clear directions and check details. Other coherent accounts are valid. Review all prompts, relevant development, event consistency, voice and language. No checklist guarantees an official score.

Vocabulary card meanings

informal email: A message to a friend, in relaxed language. prompts: Short cues that say what the answer should cover. greeting: The opening words of a letter or an email. closing: The words used to end a letter or an email. short forms: Shortened spellings such as I'm, common in informal writing. developed: Expanded with reasons and detail, not left as one bare point. reason: A cause offered for holding a view. example: One particular instance that makes a point easier to grasp.

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Writing a formal letter or email

IGCSE English

When to write formally

How would you ask a library manager to change opening hours? The reader needs to understand the situation, your reason and the action you request. Clear, respectful writing matters more than a collection of long phrases.

Formal 正式 correspondence is useful beyond the exam. This lesson is course writing practice, not a claim that a formal letter is a current Cambridge 0510 Paper 1 task. In both the 2024–2026 and 2027–2029 syllabuses, Exercise 5 requires an informal email; Exercise 6 requires a more formal article, report, essay or review. Follow the actual requested format. Do not add a letter greeting and sign-off to an essay or review.

■ Spot a formal task

The reader, relationship and purpose guide the style. You might write to a **head teacher** 校长, a **manager** 经理 or an **event organiser** 活动组织者. Knowing someone's name does not automatically make the message informal. A familiar teacher can still need a respectful, clear request.

A **semi-formal** 半正式 email may be suitable for a professional reader you know. Use the task's **format** 格式, **purpose** 目的 and audience rather than treating "unknown person" as the only test of formality.

Task. Write to the named library manager, Ms Li, asking her to consider a four-week opening-hours trial. The library closes at 17:00; lessons end at 16:00; travel takes twenty minutes. Suggest opening until 19:00 on Tuesdays and Thursdays. Explain the benefit, acknowledge a possible staffing concern and ask whether the trial is possible. For this classroom practice, aim for 100–140 body words; this is not an official 0510 letter task or word limit.

Planning attempt. Identify the reader, purpose, supplied facts and requested action. How much study time remains under the current schedule? Which information would be invented if you added it: the journey time, or a survey claiming that every student wants longer opening?

Worked check. The reader is Ms Li in her role as manager. The purpose is to request a trial, not announce that it has been approved. Current study time is forty minutes after arrival at 16:20. A survey result is not supplied and must not be invented. Staffing is a possible concern, not a known budget figure.

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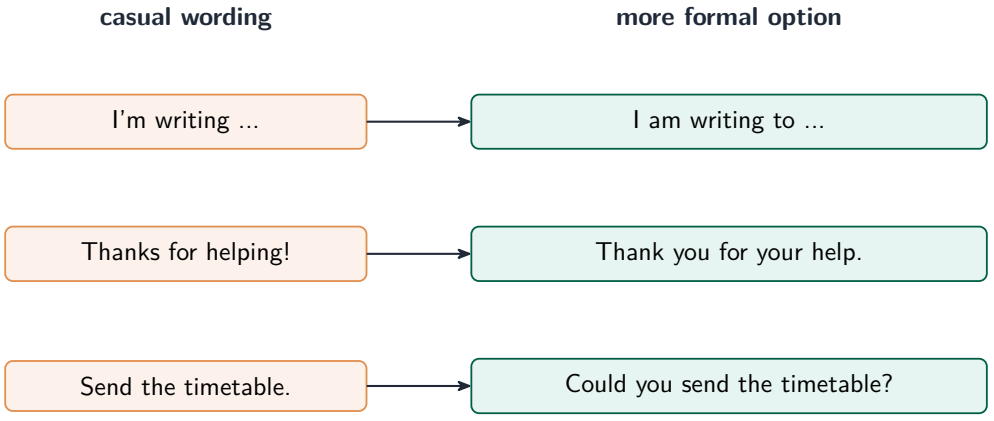


An office setting illustrates correspondence; it tells us nothing about our reader's identity, schedule or attitude

■ Keep a polite tone

Be **polite** 礼貌: state facts accurately, explain their effect and ask clearly. Avoid insulting the reader or using **slang** 俚语 that does not suit the context. You can express disappointment respectfully; emotion itself is not forbidden.

Full forms such as "I am" are a cautious choice for a very formal task. A contraction is not a grammar error merely because it appears in correspondence: acceptable formality depends on context. Do not teach "never use contractions" as a universal law. Semi-formal professional emails may sound natural with some contractions.



Preserve the purpose: statement, thanks or request.
Full forms are a cautious style choice, not a universal grammar law.

Adjust tone while preserving meaning: a thank-you should remain a thank-you, not become a request

Revision task. Improve "You people are useless. Send the timetable now!" Keep the request for the timetable but remove the personal attack. Do not add a deadline that the task has not supplied.

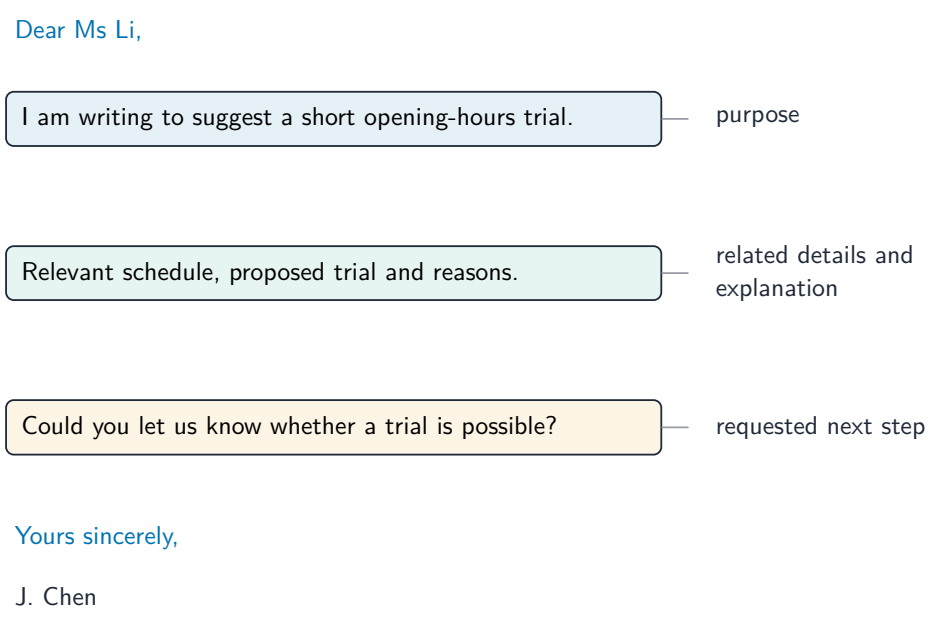
Worked revision. "Could you please send me the timetable?" If a genuine deadline is supplied, explain it. Politeness is not the same as vagueness, and adding "I would be grateful" cannot repair false facts or missing information.



An example of a physical letter; its visible layout does not prove a universal rule for emails

Building a formal letter or email

A useful order is greeting, purpose, relevant details and reasons, requested next step, and closing. Group related ideas into readable paragraphs. It is not compulsory to give every individual fact its own paragraph, and an informative reply may not need to request any new action.



A possible request-letter structure; the named and unnamed sign-offs are British formal-letter conventions

■ Opening and closing

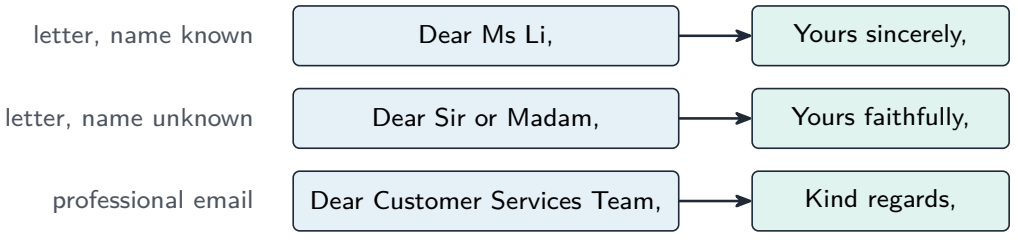
In a traditional British formal letter, "Dear Ms Li," can pair with "Yours sincerely,"; "Dear Sir or Madam," can pair with "Yours faithfully,". Use a supplied title accurately rather than guessing it. These are conventions for this style, not universal laws for every country or email.

Professional emails may instead use "Dear Customer Services Team," and "Kind regards,". A short subject such as "Request for a library opening-hours trial" helps identify the purpose. Follow any specified house style or classroom task. Do not invent postal addresses or personal details merely to imitate a full letter layout.

Choice task. Choose a greeting and ending for (1) a traditional British formal letter to Ms Li; (2) a traditional letter to an unnamed recipient; (3) a professional email to a customer services team. Explain why knowing the name does not decide whether the message is informal.

Possible answers. (1) Dear Ms Li / Yours sincerely. (2) Dear Sir or Madam / Yours faithfully. (3) Dear Customer Services Team / Kind regards. Role, relationship and purpose determine the tone.

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Greetings and endings that go together

Clear paragraphs

For the library request, first state the proposal and the existing schedule. Then explain the suggested trial and its benefit, while acknowledging a possible staffing concern. Finish by asking whether it can be considered. Keep the trial a proposal: "Could the library…?" does not mean "The library will…".

Ordering task. Arrange these moves: request a reply; explain the proposed trial and its benefit; state why you are writing and give the current schedule. Explain why "You have agreed to open later" would be inaccurate.

Worked order. Purpose and current schedule → proposed trial and reasons → request for a reply. Agreement has not been supplied. This sequence makes the request easy to understand without pretending the decision has already been made.

Formal language

"I am writing to…" identifies purpose. "Could you…?" makes a clear request. "I would be **grateful** 感激 if you could…" is another polite option, not a compulsory scoring phrase. Keep the meaning accurate: "Thank you for your help" expresses thanks, while "I would be grateful if you could help" asks for help.

Grammar repair. Correct "I would be grateful if you can to send me the timetable." Then complete "I am writing to…" with the actual library purpose rather than an unrelated application.

Worked repair. "I would be grateful if you could send me the timetable." Use "send", not "to send", after "could". For our library task: "I am writing to suggest a short trial of longer library opening hours."

A model formal letter

Dear Ms Li,

I am writing to suggest a short trial of longer library opening hours. The library currently closes at 17:00. Our lessons finish at 16:00, and the journey to the library takes twenty minutes, leaving only forty minutes to study.

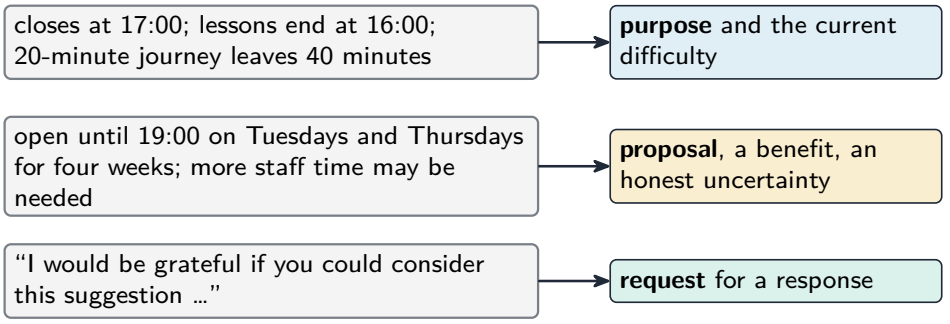
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Could the library stay open until 19:00 on Tuesdays and Thursdays for four weeks? This would give students more time to use the books and work quietly. I understand that extra opening hours may require more staff time. A short trial would allow you to check how many students use the service before making a longer commitment.

I would be grateful if you could consider this suggestion and let the school know whether a trial is possible. Thank you for your time.

Yours sincerely, J. Chen

This original teaching model is not officially marked. Its body has 121 words by a space-separated count, excluding greeting, sign-off and name. The first paragraph gives purpose and the current difficulty. The second proposes the trial, develops a benefit and acknowledges uncertainty. The final paragraph requests a response. No survey, staffing price or promise of approval is invented.



Three paragraphs, three jobs

Complaint task – all facts supplied. Order A104 was promised for 14:00 but arrived at 17:15. The customer paid £5 for timed delivery. Write a short professional email to Customer Services stating what happened and asking whether the delivery charge can be refunded. Do not claim that a refund is guaranteed, invent damage or add a missed event.

Worked email.

Subject: Timed-delivery query – order A104

Dear Customer Services Team,

I am writing about order A104. Delivery was promised for 14:00, but the parcel arrived at 17:15, three hours and fifteen minutes later. I paid £5 for timed delivery. Could you please explain the delay and let me know whether the delivery charge can be refunded?

Kind regards, J. Chen

The wording is specific because the task supplies the times and charge. "I am disappointed that the parcel arrived late" would also be a reasonable statement of feeling. A request does not establish a legal entitlement or a promised outcome.

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Exam tips

Check the actual exam's requested format before applying correspondence conventions. The current 0510 informal-email task and more formal article/report/essay/review task assess relevant developed content, appropriate purpose and audience, language and organisation. A memorised greeting or request phrase earns no automatic mark and cannot turn the wrong format into the right one.

Independent original practice. Write a semi-formal email to an event organiser, Mr Chen, asking about a science workshop. The published notice gives Saturday 10:00–12:00 and a £6 fee, but says nothing about equipment or booking. Ask what to bring and how to reserve a place. Explain that you need these details before booking. Use only the supplied information; do not assert that lunch is included or that a place is already reserved.

Possible plan, not a full answer. Identify the workshop and your interest; ask the two missing questions; request a reply before you decide to book; use a suitable greeting and closing. Draft your own email, then check facts, purpose, questions, paragraphing, tone, grammar and spelling.

Vocabulary card meanings

semi-formal: A tone for a known adult who is not a close friend. head teacher: The person in charge of a school. manager: The person in charge of a team or a workplace. event organiser: The person responsible for running an occasion. format: The layout a particular kind of text is expected to follow. polite: Respectful in wording, especially when asking for something. grateful: Showing thanks.

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Writing a report

IGCSE English

What a report is for

A school library has two computers, and students are waiting. Should the librarian immediately buy five more? A **report** 报告 helps a reader understand the **situation** 情况 and decide how to **act** 行动. It connects findings, explanation and useful advice rather than jumping from a complaint to an expensive answer.

■ Purpose and reader

A report can describe an **event** 事件, experience or place. Read who will receive it and what they need to know. Cambridge's report guide describes a mixture of fact and opinion: the reader may want what worked well, what people thought and how things could improve. A clear report can include evaluations in its findings. Do not ban opinions from every section except the ending.

In current 0510 Paper 1 Exercise 6, a report is one possible response type. The question gives the actual form, purpose and reader; write about 120–160 words. Up to 6 marks assess content and 9 language. Relevant development, audience, style, accuracy and organisation matter; a heading or particular phrase does not automatically earn a mark.

■ Complete original task and evidence

Classroom task. Your librarian wants student feedback on the school library. Write a report explaining what works well and suggesting how it could improve. Use the practice notes below. Write about 120–160 words.

Fictional practice notes. You visited on Tuesday. The quiet study area helped you concentrate on science homework; there was a good choice of science books. The library opened from the end of lessons until 17:00. It had two computers; you saw a queue at 16:00. Three classmates said they could not use a computer when they needed one. You have no whole-school survey, cost figures or permission to buy equipment. Proposed actions are suggestions, not approved decisions.

Planning attempt. Identify the reader and the two main demands. Select one positive feature and explain its value. Identify a problem and propose an action linked to it. What does the evidence fail to tell you?

Worked plan. Write for the librarian: explain the quiet area and useful books, then report limited computer access. Propose a booking trial and review waiting times. One visit and three comments do not prove that every student is unhappy or that five new computers are the best purchase.

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■ Findings need clear support

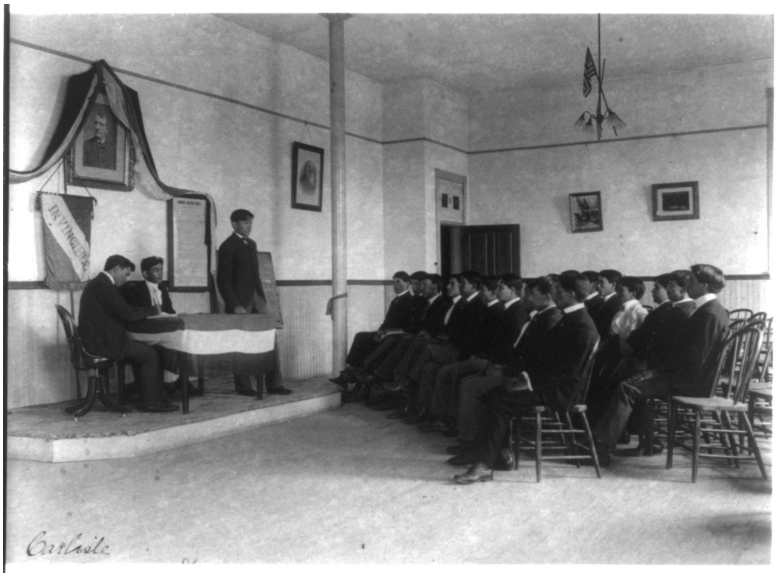
Facts 事实 are statements about what happened or what was observed. An **opinion** 观点 evaluates something. Both can be relevant; make the basis and speaker clear. A **factual** 事实性的 tone uses accurate, specific wording rather than unsupported claims. Numbers are useful only when they are known.

"Everyone hated the library. Five new computers will solve everything."	"Three classmates reported access problems. A booking trial could help."
Unsupported generalisation; purchase and success assumed	Attributed finding; proposed action, not a guarantee

Replace unsupported generalisation with a relevant finding and its limits

Evidence repair. "Everyone hated the library, so five new computers will solve everything." Rewrite it using the notes. Which words claim more than the evidence supports?

Worked revision. "Three classmates said they could not use a computer when they needed one. A booking trial could help share access." "Everyone", "five" and "solve everything" are unsupported. Do not invent a percentage or survey to sound convincing. In a creative exam task, plausible details may be invented as instructed; in this evidence-based classroom practice, keep the supplied facts.



Readers can discuss findings and proposals; this historical photograph supplies no facts about our library

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Draft for the specified reader, rather than guessing their needs from a photograph

How to organise a report

Choose a clear order that answers the task. A title identifies the subject. Short **headings** 小标题 can help readers find information, but Cambridge says a report may include headings; a fixed set is not compulsory. Avoid letter greetings for this report task. To/From/Subject fields are not required by the question.

1. Introduction Purpose; one visit and three comments	**2. Useful facilities** Quiet study supports concentration
3. Computer access Queue and comments; limited evidence	**4. Recommendation** Trial bookings; review waiting times

One useful route: purpose, relevant findings, then advice connected to them

■ Match headings to content

A brief introduction states the purpose and, when relevant, how information was collected. Group findings by aspect, such as useful facilities and access problems. End with **recommendations** 建议 or a **conclusion** 结论 appropriate to the task. The number of paragraphs and suggestions depends on the content; do not force exactly one action.

Organisation attempt. Put these ideas in a useful order: a booking trial; three classmates reporting access problems; why the report was requested; the quiet area's value. Choose headings that describe the paragraphs.

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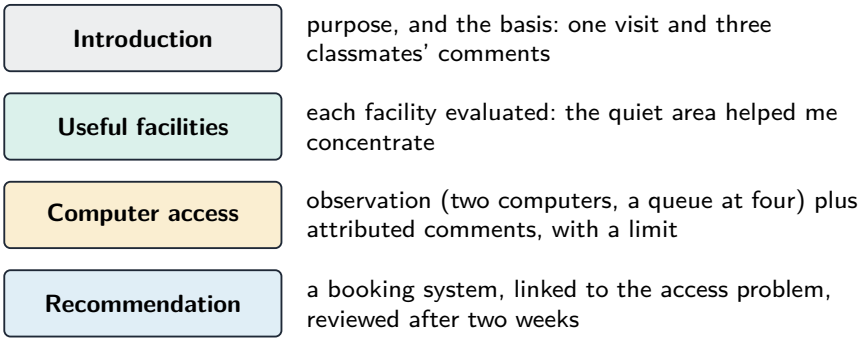
Worked order. Introduction: purpose and evidence. Useful facilities: quiet study and books. Computer access: observation and attributed comments. Recommendation: booking trial and review. Other coherent orders can work. "Positive points" would be misleading above a paragraph containing only access problems.

A complete original model

The model below answers our library task using only the supplied evidence and proposed actions. It has 136 body words, excluding the title and headings, by a space-separated count. It is an unmarked teaching model, not an official candidate response.

> **Report on the school library**
>
> **Introduction** This report considers the school library and suggests improvements. It is based on my visit on Tuesday and comments from three classmates.
>
> **Useful facilities** The quiet study area was useful because it allowed me to concentrate on my science homework. The library also had a good choice of science books. Its opening hours, from the end of lessons until five, gave students time to study before going home.
>
> **Computer access** However, there were only two computers, and I saw a queue at four. Three classmates said they could not use a computer when they needed one. These comments suggest a problem with access, although they do not represent every student.
>
> **Recommendation** I recommend trying a booking system so that computer time is shared more fairly. The librarian could review waiting times after two weeks before deciding whether more computers are needed.

Read the connections. The quiet area is evaluated and its benefit explained. The computer problem combines a direct observation with attributed comments. A limit prevents three comments becoming a claim about everyone. The proposal addresses access without promising a purchase or guaranteed success. "However" contrasts benefits with a problem; "although" qualifies the evidence. The headings describe their actual contents.



What each heading of the report does with the evidence

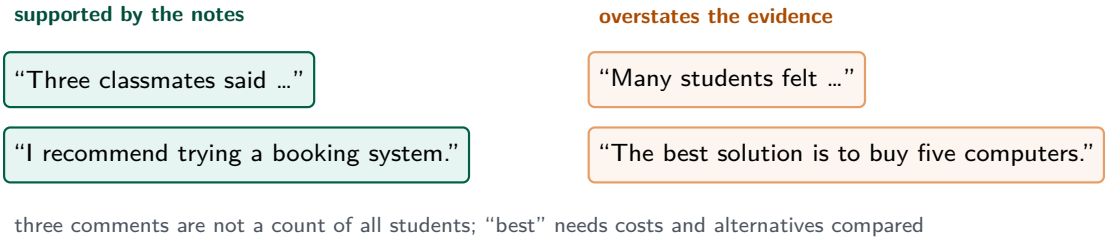
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Apply useful language

Useful **phrases** 短语 express meaning. "The **aim** 目的 of this report is to…" introduces purpose; "Three classmates said…" attributes a view. A **solution** 解决办法 needs a link to the problem.

Sentence choices. Complete the library sentences using the notes: "_____ classmates said they could not use a computer." "_____, there were only two computers." "I recommend _____." Then explain why "Many students felt…" and "The best solution is to buy five computers" overstate this evidence.

Possible answers. "Three"; "However", following a positive finding; "trying a booking system". We know three comments, not how many students agree overall, and have not compared purchase costs or alternatives. "Best" needs stronger support than a plausible suggestion.



Claim only what the evidence supports

Use a relatively formal, informative style. "I recommend" and "my visit" can be appropriate; impersonal writing does not prohibit every first-person word. Passive voice can focus on an action, but it is not compulsory. "The library has two computers" is clearer than "Two computers are had by the library". Replace "It was terrible!" with a precise problem and effect rather than just deleting punctuation.

Exam tips

Read the required report carefully; a memorised library model cannot answer every topic. June 2024 0510/13 Question 17 asks for a report to a teacher about an activity weekend: what was enjoyable and how it could improve. Its student comments offer ideas; the question also invites ideas of your own. A list of sports alone does not explain enjoyment, and a complaint alone does not suggest an improvement.

Transfer task. A teacher wants feedback on a school book exchange. Write about 120–160 words explaining what was useful and how the next event could improve. Notes: students could exchange books without payment; subject labels helped you find science books; some tables had no clear labels; two classmates found the queues confusing. Suggest actions but do not invent a whole-school survey. Plan and write before reading the check.

Possible plan and check. Explain affordable access and finding relevant books.

Attribute the two comments rather than calling them everyone's view. Link clearer labels and queue signs to the actual problems. Check that your report answers both demands, uses suitable tone, develops relevant ideas and keeps facts consistent. Review sentence boundaries, verb forms, spelling, word range and meaningful links. Headings, passive verbs and formal phrases are tools, not automatic marks.

Vocabulary card meanings

act: To take a step in response, rather than only planning. situation: The circumstances a piece of writing is answering. factual: Based on things that can be checked, rather than on invention. headings: Short labels that split a text into sections. recommendations: Suggested courses of action, often at the end of a report.

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Writing an article

IGCSE English

What an article is for



A newsstand: every one of these is competing for the same reader, which is why an article has to open with a hook

An **article** 文章 is written for a magazine, a newspaper, or a website. Many people read it.

■ Purpose

- An article **informs** 告知 or **entertains** 娱乐 a general reader.
- You usually give your own view on a topic, with reasons.

■ Engage the reader

- You must **engage** 吸引 the reader – make them want to keep reading.
- A good **title** 标题 and a strong first line catch their **interest** 兴趣.
- Ask the reader a question, or start with a surprising fact.

ask a question	surprise with a fact	speak to the reader
"Should every teen play a sport?"	"Most teens sit for nine hours a day."	"You know that Monday feeling …"
the reader wants the answer	the reader thinks "really?"	the reader feels included

Three ways to catch the reader's interest in your first lines

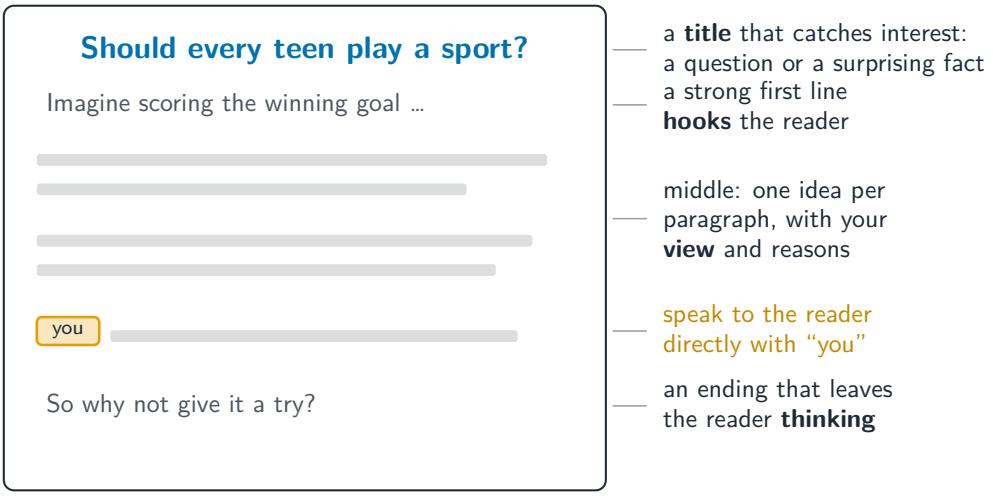


A newspaper front page: articles hook the reader, then inform and entertain with a clear angle

Writing a lively article

An article should sound interesting, not flat.

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The shape of a lively article: hook the reader, keep them, leave them thinking

■ Structure

- Begin with an **introduction** 引言 that names the topic.
- Develop your points in the middle, one idea in each paragraph.
- End with a short **conclusion** 结论 that leaves the reader thinking.

■ Lively language

- Use **varied** 多样的 words and sentence lengths to keep the energy up.
- You can speak to the reader directly with "you".
- Keep the tone friendly, but not too casual.

Flat and lively. Compare two versions of the same idea:

> **Flat:** Sport is good. It is good for health. Many students do not do sport. This is bad.
>
> **Lively:** We all know sport keeps us healthy, so why do so many students spend every break glued to a screen? Even twenty minutes of football can lift your mood for the rest of the day.

The lively version asks a **question**, uses a **picture** the reader can see (glued to a screen), gives a **detail** (twenty minutes) and mixes long and short sentences. It says the same thing, but the reader wants to go on.

■ Useful language

A few flexible phrases 短语 let you hook the reader and glide between ideas.

- **To open with energy:** *Have you ever…? / Imagine you… / Last week, something odd happened to me.*
- **To move between ideas:** *What's more… / On the other hand… / The truth is…*

- **To speak to the reader:** *You might think… / We all know that… / Be honest –…*
- **To end memorably:** *So next time you… / Perhaps the real question is…*

Vary how you open sentences. Ten sentences that all begin *"I think"* feel flat 平淡; mixing your openings keeps the reader awake.

■ A model opening

See how one opening hooks the reader, then points forward.

> Have you ever tried to sleep with a phone glowing beside your pillow? Most of us have – and most of us wake up tired. This article asks a simple question: could a good night's sleep be the cheapest way to feel happier?

The question pulls the reader in, the honest detail keeps them, and the last line promises where the article is going. That is a lot of work for three sentences.

■ From task to plan

An exam task usually gives you a situation and two or three points to cover. Every point must appear in your article.

> *Your school magazine wants articles about a hobby that students should try. Write an article saying what the hobby is, why it is good for students, and how they can start.*

A quick plan (two minutes, not a full draft):

1. **Title:** *Grab a Pan: Why Cooking Is the Best Hobby You're Not Doing*
2. **Hook + what:** a question about takeaway food; the hobby is cooking.
3. **Why it's good:** saves money; a useful skill for university; it's creative and fun with friends.
4. **How to start:** one easy recipe; cook with a parent at the weekend; free online videos.
5. **Ending:** a call to act: cook one meal this week.

■ A model article

> **Grab a Pan: Why Cooking Is the Best Hobby You're Not Doing**
>
> How many takeaways did you eat last week? If the answer embarrasses you, read on. The hobby every student should try is cooking – and it's easier than you think.
>
> First, cooking saves money: home-made pasta costs about a quarter of a delivery meal. What's more, in a few years many of us will live away from home, and nobody wants to survive on instant noodles.
>
> Cooking is also surprisingly creative. Once you know a basic recipe, change it however you like – add chilli, try a new vegetable, invent a sauce. Invite friends, and a Saturday afternoon becomes a party.
>
> So how do you start? Choose one simple dish, such as fried rice, and ask a

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parent to cook it with you at the weekend. Free online videos show every step.

So next time you reach for your phone to order food, why not reach for a pan instead? Your wallet, and your friends, will thank you.

Check it against the task: **what** the hobby is (paragraph 1), **why** it is good (paragraphs 2 and 3) and **how** to start (paragraph 4) are all covered. The opening is a question, each paragraph has one idea with a detail, and the ending speaks to the reader directly. The body has 158 words by a space-separated count, excluding the title: inside the 120–160 guidance.

Exam tips

- Give the article a short, catchy title, then hook the reader with a question or surprise in the first lines.
- Talk to the reader: "Have you ever…?" An article can sound personal and lively, as long as the register still suits its reader.
- One idea per paragraph, and make it real with a short example or a small story.
- Numbers and small facts make an article feel true: "three out of five students…".
- End with a line the reader remembers: a punchline, a question, or a call to act.

Vocabulary card meanings

informs: Gives the reader something new to know. entertains: Gives the reader pleasure or amusement. engage: To catch and hold a reader's interest. title: The name placed at the head of a piece of writing. varied: Using more than one pattern, so the writing does not repeat one shape. flat: Dull, with little change of energy.

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Writing a review

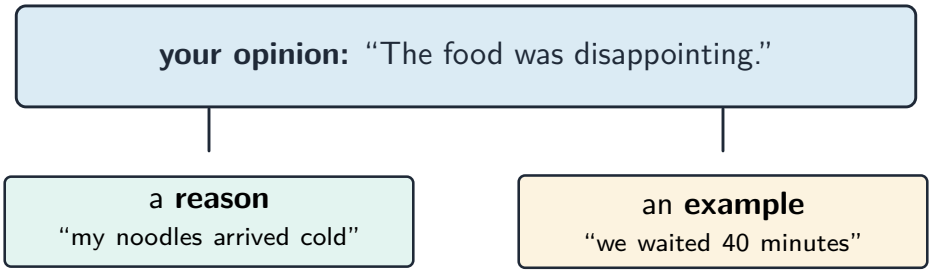
IGCSE English

What a review does

A **review** 评论 tells readers about something you have tried – a film, a book, a restaurant, or a place. A good review helps the reader **decide** 决定 whether to try it too.

Describe and judge

- A review does two things: it **describes** 描述 the thing, and it gives your **opinion** 观点 of it.
- Balance the two. Do not only describe, and do not only give opinions.
- Describing answers *"What is it like?"* Judging answers *"Is it any good?"* Move between the two, sentence by sentence.



An opinion stands on a reason and an example

Support your opinions

- Give reasons for what you think. Say **why** it was good or bad.
- Use **examples** 例子 from your experience to make your view **believable** 可信.
- A weak review says *"The food was nice."* A strong review says *"The soup was rich and warming, though the rice arrived cold."* The detail is what convinces the reader.

Useful language

Learn a few phrases 短语 for each job. Then you never stare at a blank page.

- **To describe:** *It is set in… / The story follows… / The dish combines… / What stands out is…*
- **To praise:** *The best part is… / I was impressed by… / It really succeeds in…*

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- **To criticise** 批评 *(gently)*: *The one weakness is… / It could have been better if… / At times it feels slow.*
- **To recommend:** *I would recommend it to… / It is well worth… / Don't miss…*

Mix praise and criticism so the review sounds **fair** 公正. A review that is all praise, or all complaint, is hard to trust.

Precise adjectives. "Good", "bad" and "nice" tell the reader nothing. Choose a word that fits the thing you review:

Reviewing	Positive	Negative
a film or book	gripping, moving, hilarious, beautifully filmed	predictable, slow, confusing, far too long
food	fresh, tasty, generous, full of flavour	bland, greasy, overcooked, tiny portions
a place or service	welcoming, spotless, peaceful, good value	crowded, noisy, overpriced, unhelpful staff

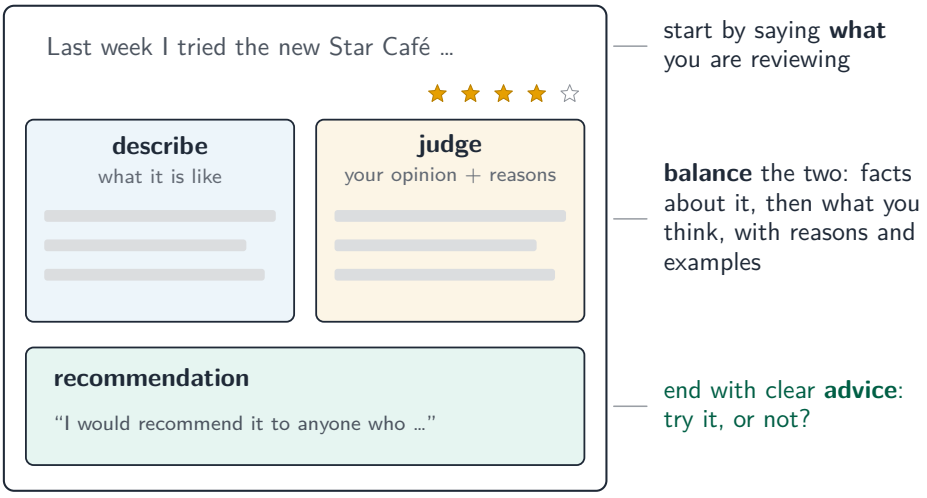


A theatre audience: reviews describe what you saw, give a clear opinion and support it with evidence

How to build a review

Readers want a clear, helpful review.

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A review describes and judges, then ends with clear advice

Structure

- Start by saying what you are reviewing, and give the reader the basic facts.
- In the middle, describe it and **evaluate** 评价 it – the good points and the weak points.
- Write for a general reader, in a friendly but clear **tone** 语气.

End with a recommendation

- Finish with a **recommendation** 建议: do you advise the reader to try it or not?
- Make your advice clear, for example: *"I would recommend this film to anyone who likes adventure."*
- You can add a condition: *"…as long as you don't mind a slow start."* This sounds honest and grown-up.

A model review

Read this short review of a film. Notice how each sentence either describes or judges.

> *Skyward* is an adventure film about a girl who builds her own aircraft. The story is simple, but the flying scenes are **breathtaking** 惊人 and the young lead acts with real warmth. The middle drags a little, and a few jokes fall flat. Even so, it left the whole cinema smiling. I would recommend *Skyward* to any family looking for a bright, hopeful evening – just be ready for a slow first ten minutes.

Count the moves: it names the film, describes it, praises it, admits two faults, and ends with a clear, honest recommendation. That is a complete review in five sentences.

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A restaurant interior: say what it is, describe it, judge the good and the weak, then recommend

■ A full exam-style review

> *A website for young people is asking for reviews of a place to eat in your area. Write a review describing the place and the food, saying what was good and not so good, and whether you would recommend it.*

A four-paragraph plan: (1) the place, when you went, and your overall view; (2) the food: what you ate, with details; (3) the weaknesses; (4) the recommendation, with a condition.

> **Noodle House, Green Street**
>
> Last Saturday I went to Noodle House with three friends to celebrate the end of our exams, and it turned out to be a great choice. The restaurant is small and bright, with wooden tables and a kitchen you can watch from your seat.
>
> The food is the real star. My beef noodle soup arrived steaming hot, with a rich, spicy broth and generous slices of tender beef. My friend's vegetable dumplings were crisp on the outside and juicy inside, and at about 30 yuan a dish, the prices are very reasonable for students.
>
> However, it is not perfect. At lunchtime there is often a queue outside, and we waited twenty minutes for a table. Inside it can get very noisy, so it is not the place for a quiet conversation.
>
> Overall, I would definitely recommend Noodle House to anyone who loves tasty, filling food at a fair price, as long as you go early or don't mind waiting.

Check it: the **place** and the **food** are described with details (steaming hot, 30 yuan),

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there are clear **good** and **not so good** points, and the **recommendation** says who should go and adds an honest condition.

Exam tips

- Name what you are reviewing and your overall feeling in the first paragraph; do not keep it secret.
- Do both jobs: describe it (what it is) and judge it (what is strong, what is weak).
- Strong adjectives are the fuel of a review: gripping, delicious, disappointing, unforgettable.
- Mention one weakness even in a good review; pure praise sounds like an advert.
- Finish with a clear recommendation: who should try it, who should not, and why.

Vocabulary card meanings

review: A piece that judges a book, a film, a place, or an event. decide: To choose one option after weighing it. describes: Tells how something looks, sounds, or happened. examples: Particular instances offered to support a general point. believable: Easy to accept as possible inside the world of the piece. criticise: To point out faults and give reasons. fair: Even-handed toward each side. recommendation: One suggested course of action. breathtaking: So striking that it seems to take the breath away.

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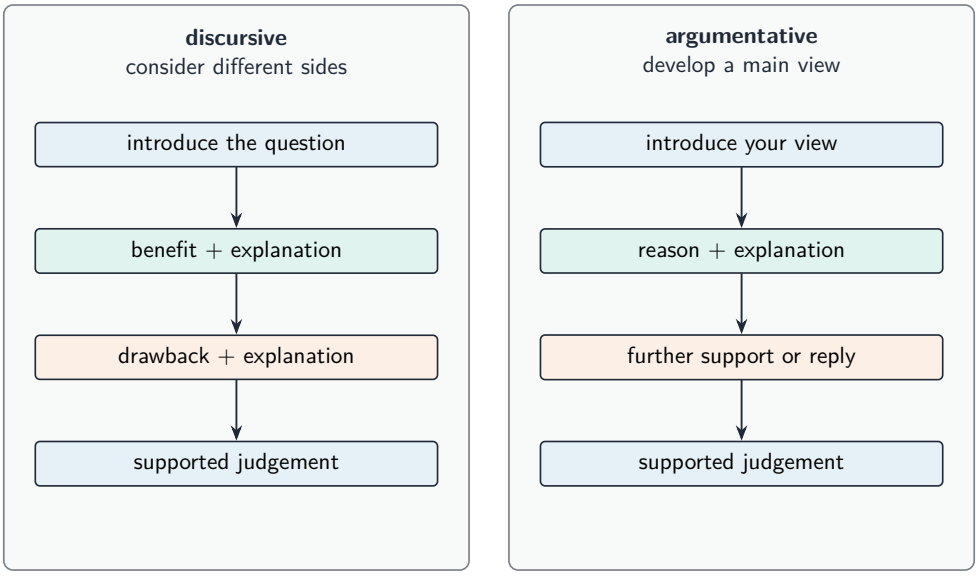
Writing an essay

IGCSE English

Two kinds of essay

Should a school keep its library open after lessons? A list of slogans will not persuade a reader. An **essay** 议论文 presents a view or an argument and develops it with relevant reasons and examples.

This lesson prepares Cambridge IGCSE English as a Second Language 0510. In both the 2024–2026 and 2027–2029 syllabuses, an essay is one possible Exercise 6 response, alongside an article, report or review. Follow the actual task: do not turn every writing question into an essay. The task requires 120–160 words, with up to 6 marks for content and 9 for language. Use a neutral or formal style for the stated reader.



Example routes, not fixed paragraph counts.
Include both sides or your opinion when instructed.

Possible plans, not fixed paragraph counts; an opinion is required when the task asks for one

■ Discursive essays

A **discursive** 论述的 approach considers different sides of an issue. Explain the benefits and drawbacks fairly rather than listing them. If the task asks for your opinion, give a supported judgement; considering both sides does not remove that requirement.

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Argumentative essays

An **argumentative** 议论的 approach develops a main view. A relevant objection and reply can strengthen it, but a separate counterargument paragraph is not compulsory in every task. If the task explicitly asks for arguments for and against, include both. These are useful approaches, not two completely separate exam marking systems.

Plan first

Read the format, reader, purpose and exact question. Select a few relevant ideas that you can explain within the word range. Plan their order and your judgement. A short planning period helps; three minutes is a possible personal routine, not an official rule.

Planning task. Your teacher asks for an essay giving your opinion on whether the school library should stay open after lessons. Write 120–160 words. Suggested comments: "We need a quiet place"; "Staffing will cost money". Develop ideas in your own words and add an idea of your own.

Before drafting, decide which ideas belong: quiet study; extra supervision costs; a two-afternoon trial; the colour of the library walls. Explain your selection.

Worked plan. Support a limited trial. Explain how quiet space helps students with busy homes; consider supervision costs; propose two afternoons a week to test demand. Wall colour is irrelevant unless it contributes to the actual opening-hours argument. Do not invent a survey or statistics to make an example sound proven.



A real reading room illustrates the setting; the practice library policy and its costs are hypothetical

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How to structure an essay

A reader needs to understand the question, follow your reasons and see your conclusion. Paragraphs organise related ideas. There is no universal five-paragraph rule or requirement for exactly one argument in each paragraph.

■ Introduction

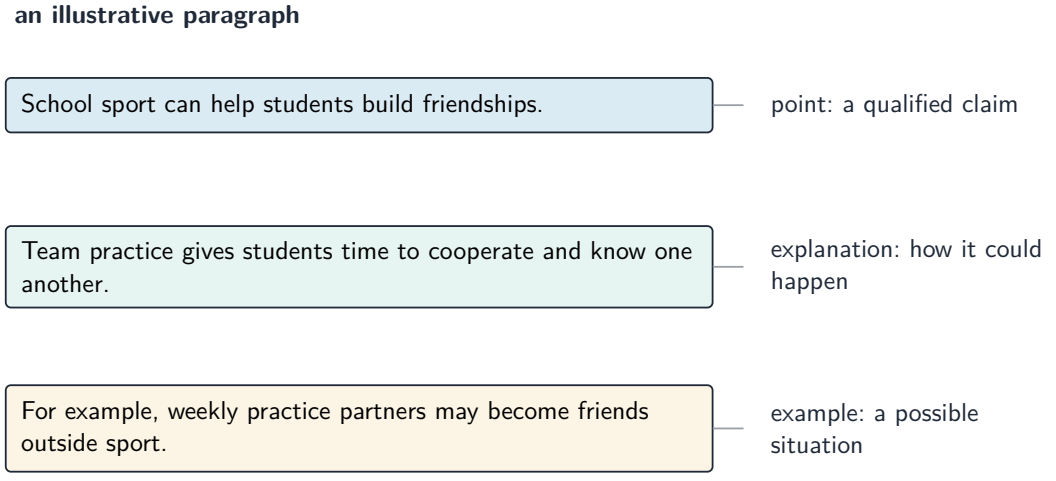
The **introduction** 引言 identifies the issue and sets up the approach. State your view if that helps answer the task. Keep enough space for developed ideas; "two or three sentences" is a possible guide, not a required count. A rhetorical question is optional, and no essay heading is required.

Attempt. Improve this opening for the library task: "Since the beginning of time, libraries have been very important in the modern world. There are many advantages and disadvantages."

Worked revision. "The school library currently closes after lessons. I believe it should stay open on two afternoons a week so students have somewhere quiet to study." The revision addresses the actual policy and gives a clear direction. It avoids a memorised opening that could fit almost any topic.

■ Body paragraphs

The **body** 主体 develops the argument. A topic sentence, explanation and example are a helpful scaffold, not a compulsory three-sentence formula. A paragraph may connect more than one related reason if the relationship stays clear.



One possible development pattern; an illustration supports a reason without proving a universal result

Development task. Improve "Homework is good because it is useful." Explain a specific benefit and give a relevant example. Do not claim that all independent work succeeds or that real learning only happens at home.

Worked paragraph. "Short homework tasks can help students practise working independently. Without immediate teacher support, they need to choose a method and notice where they are stuck. For example, trying a new maths problem may reveal a question to ask in the next lesson." The explanation shows how the benefit could arise; the example makes it concrete without proving that every task helps every student.

Objection task. A writer says, "Library staff cost money. Therefore, the library must stay closed." Keep the genuine concern but answer it with the limited-trial plan.

Worked reply. "Extra opening hours would require supervision. However, a trial on two afternoons a week would let the school check demand before paying for a daily service." This responds to the concern. Simply calling opponents lazy or selfish does not answer their reason.

■ Conclusion

The **conclusion** 结论 draws together the argument and answers the task. A qualified view is still a clear view: "Open on two trial afternoons" is more precise than "Both sides have points". Avoid introducing an important new reason that the body has not explained. Do not claim that every essay must choose an absolute yes or no.

■ Useful language

Linking words 衔接词 show relationships, but there is no compulsory number per paragraph or rule that every link starts a sentence. Pronouns, repeated key ideas and relative clauses also connect writing.

- Addition: "The library provides books. It also offers a quiet place to work."
- Reason: "A trial is sensible because the school does not yet know the demand."
- Contrast: "The service would be useful. However, supervision costs money."
- Concession: "Although supervision costs money, a short trial could be affordable."
- Example: "Some students need quiet space; for example, they may share a busy room at home."

addition	*also*	It also offers a quiet place to work.
reason	*because*	… sensible because the school does not yet know the demand.
contrast	*However*	The service would be useful. However, supervision costs money.
concession	*Although*	Although supervision costs money, a short trial could be affordable.
example	*for example*	… for example, they may share a busy room at home.

Choose the link by the relationship between the ideas

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Repair task. Correct “Although the library is useful. It costs money.” Then replace the wrong link in “Staff must be paid. Furthermore, the school cannot afford daily opening.”

Worked repair. “Although the library is useful, it costs money.” The although-clause needs a main clause; “although” and “however” do not have identical grammar. In the second example, “Therefore” fits if the staffing cost is the stated reason that daily opening is unaffordable; “furthermore” only adds another point. “However” instead fits a contrast such as “The school has a large budget. However, it has not funded longer opening hours.” Meaning decides the link.

■ A complete original model

Read the four paragraphs, then identify the view, a developed benefit, a genuine objection, the reply and the final judgement. This is a teaching model, not an officially marked candidate answer.

> Should the school library stay open after lessons? I believe it should, because students need a quiet place to study. However, the school must consider the cost of keeping it open.
>
> An open library would help students who share a busy room at home. They could finish homework without constant interruptions. For example, a student waiting for a later bus could use that time to read rather than sit outside.
>
> There would be extra costs, since someone must supervise the room. Nevertheless, the school could begin with two afternoons a week instead of opening every day. This would allow it to check demand before spending more money.
>
> Overall, a limited trial would be sensible. It would give students useful study time while helping the school decide whether longer opening hours are worth the cost.

The model has 134 words by a space-separated count. Its body explains quiet study and the cost concern; the trial provides the writer’s own proposal. The conclusion follows those reasons. Four paragraphs work here, but the number alone earns no guaranteed mark.

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A notebook can hold a short plan and a draft; the photograph supplies no evidence that one structure is compulsory

Exam tips

The official February/March 2025 0510/12 Question 17 asks for an essay for a teacher giving an opinion about teenagers doing exercise. It offers comments as starting ideas and also requests the candidate's own ideas. The task is not a general description of sport. The official scheme assesses task fulfilment and development, appropriate style and audience, language range and accuracy, and organisation. It does not allocate an automatic mark for a counterargument, a fixed number of links or a fixed paragraph count.

Cambridge's official essay guide likewise permits one-sided or balanced organisation depending on the instruction. Its examiner comments warn against too many undeveloped ideas, memorised openings, copied comments and a linking word at the start of every sentence.

Independent original task. Your teacher asks for an essay discussing the benefits and drawbacks of replacing one homework task each week with independent reading, and giving your opinion. Write 120–160 words. Comments: "Students could choose books"; "Some might not read"; "Teachers need to know what was learned". Develop both sides, include an idea of your own and reach a supported judgement.

Possible plan, not a complete answer. Explain choice and interest; consider limited participation; propose a short reading record rather than assuming everyone will read; decide whether a trial is sensible. Other relevant supported views are valid. Write your own full response before checking it.

Check the actual format and question, relevant developed ideas, the required opinion or both sides, neutral/formal style, coherent order and natural links. Then check

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word range, verb forms, sentence boundaries, punctuation and spelling. No checklist guarantees a score; use the actual official criteria to review the whole response.

Vocabulary card meanings

discursive: Writing that explores an issue from several angles. argumentative: Writing that presses one side and answers objections.

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Listening skills

IGCSE English

Listening for facts

A speaker mentions Thursday, Friday and Tuesday. Which is the answer? You need the question and the meaning of each mention, not a rule that the first or last word must be correct.

In Cambridge 0510 listening, each recorded text is heard twice. Both the 2024–2026 syllabus (page 19) and 2027–2029 syllabus (page 20) say this. The paper has 40 multiple-choice questions; select one option per question. The June 2025 0510/21 paper gives six minutes to transfer answers to the separate answer sheet. Follow the actual paper and recording instructions, not a memorised routine.

■ Predict before you listen

Read what the question asks: a current arrangement, a reason, a preference or a speaker's feeling? **Predict** 预测 the kind of information needed, not an answer without evidence. A **recording** 录音 may mention several plausible options. Compare the full meaning with the question.

How to use this lesson. The original scripts below are transcript-reasoning practice, not embedded audio or official exam recordings. For optional teacher-read rehearsal, keep scripts and solutions hidden: a teacher reads each script twice while students see only its question and options. Reveal the text afterwards for evidence discussion. Without a reader, use them as reading-based analysis; that does not test listening speed or pronunciation recognition.

■ Catch the specific detail

Listen for **specific** 具体的 information, including names, places, times and **directions** 方向. Check whether a detail is current, an earlier arrangement or a different event. The relevant information may be paraphrased. Do not choose an option merely because you heard its words.

Task 1: current meeting. Where and when is this week's club meeting? A: Thursday at 15:00 in Room 8. B: Friday at 15:00 in Room 12. C: Friday at 15:30 in Room 12. Choose before reading the script and reasoning.

Teacher script / transcript 1. "The poster says Thursday at three in Room 8, but that's last week's notice. This week's meeting is on Friday at half past three in Room 12. Bring your club form. Book collection is on Tuesday."

Worked reasoning. C matches all three details of this week's meeting. A describes the old notice. B gets the day and room right but changes half past three to three. Tuesday concerns book collection, not the meeting. This is why the last day mentioned need not answer the question.

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option	day	time	room	verdict
A	Thursday	15:00	Room 8	last week's notice
B	Friday	15:00	Room 12	time changed
C	Friday	15:30	Room 12	matches all three

script: this week is Friday, half past three, Room 12; Tuesday is book collection

Check every detail against this week's arrangement

Use both playings

Compare the demand and options before listening. Follow the whole text on the first playing; check doubtful details and connections on the second. Revise with new evidence, not because a letter looks unusual. Your first choice is not automatically correct.

Prepare	First playing	Second playing
Read the demand; compare options	Follow meaning; make supported choices	Check doubts; revise with evidence

Use both playings to build and check evidence, rather than defend a first guess



A studio illustrates recorded speech; the photograph supplies no answers to our tasks

Hearing opinions and attitudes

An **opinion** 观点 evaluates something; **feelings** 感受 and **attitude** 态度 concern the speaker's response. Strong words may describe earlier worries or someone else's view. "The food was fine" alone does not prove a complaint; consider context and delivery.

■ Language that shows feelings

Speakers often show a feeling without naming it. Listen for phrases like these, then check them against the rest of what is said:

Feeling	Phrases you may hear
pleased, satisfied	*It was better than I expected. / I couldn't have asked for more. / It was well worth it.*
disappointed	*It wasn't quite what I'd hoped. / I expected more. / It was a bit of a let-down.*
surprised	*I couldn't believe it. / I'd never have guessed. / That came out of nowhere.*
worried, unsure	*I'm not sure about… / What if…? / I'm a bit nervous about…*
annoyed	*I'm fed up with… / It drives me mad when… / Not again!*

Some phrases sound positive but are not: *"Well, it was… interesting"* often means the speaker did not enjoy it. In real audio the tone helps; in the exam, check the next sentence.

■ Follow the connections

Ideas **connect** 连接 through contrast, reasons, results and changes over time. Follow content as well as "but", "because" and "so"; a signal word alone does not identify an answer or earn a mark.

Task 2: response to a workshop. How does the speaker feel by the end? A: sorry they attended. B: more confident about the skill. C: disappointed that everything was too easy.

Teacher script / transcript 2. "I thought the workshop would be too advanced. The first task was hard, but the tutor showed each step, and by the end I could do it myself. I'd sign up again."

Worked reasoning. B is supported by completing the task independently and wanting to return. The earlier worry is not the final response. A conflicts with signing up again; C conflicts with the first task being hard. Do not treat "hard" as automatic evidence of an overall negative attitude.

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Listening can involve several speakers; use the actual words and context to identify whose view is tested

Listening between the lines

■ Implied meaning

A speaker **suggests** 暗示 an idea when it is supported without being stated directly. Infer the smallest conclusion justified by the context. Do not invent motives, promises or extreme feelings. Tone and emphasis can add evidence in real audio, but a written transcript does not establish a particular delivery.

Task 3: an invitation. A friend asks whether the speaker can attend a film tonight. What does the reply suggest? A: they cannot commit until checking a responsibility. B: they have bought a ticket. C: they dislike films.

Teacher script / transcript 3. "I'd like to come, but I'm looking after my little brother. If my aunt can arrive early, I might make it. I'll message you when I know."

Worked reasoning. A follows from the condition and promise to confirm later. "I'd like to come" does not mean attendance is certain. No ticket is mentioned, and wanting to come contradicts the claim that the speaker dislikes films. The reply supports uncertainty about availability, not dislike or a confirmed booking.

■ Unfamiliar words

You may hear a word you do not know. Keep listening: the speaker often explains it, gives an example, or shows its meaning by what comes next.

Task 4: an unfamiliar word. *"We had to **evacuate** the building: the fire alarm went off, and everyone walked out onto the field and waited there for half an hour."* What does *evacuate* mean here? A: clean. B: leave because of danger. C: lock.

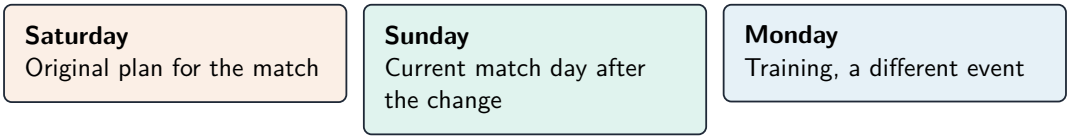
Worked reasoning. B. The context gives the meaning: a fire alarm (danger), and

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everyone walked **out** and waited outside. Nothing is cleaned or locked. You did not need to know the word before; the words around it were enough.

■ Watch the distractors

In **multiple-choice** 选择题 tasks, wrong options are **distractors** 干扰项. They may describe an earlier plan, another person's view, a partly correct detail or a claim that is too strong. Not every distractor is mentioned first and then corrected. Identify why each alternative fails to answer this particular question.



Match the detail to the event asked about; the last day mentioned is not automatically the answer

Contrast check. "The match was planned for Saturday, but it has moved to Sunday. Training is on Monday." When is the match now? Explain why Saturday and Monday do not answer that question. If asked when it was originally planned, which day would answer?

Worked check. Sunday is the current match day; Saturday answers the original-plan question. Monday is training. The question determines which detail matters. Correction words can redirect meaning, but "but" does not erase every earlier fact.

Exam tips

Verified exam connection. June 2025 0510/21 Q3 asks where a girl suggests meeting today: the bridge, not the earlier café arrangement or later swimming plan. The official scheme gives C; inspect the paper's visual options. Here the latest mention is not the answer, just as the first mention need not be.

Read the question and options in the preparation time given. Follow content and connections; select an option, not a name or number in a gap. Eliminate alternatives using evidence, then choose one rather than leave it unanswered. Each correct answer earns one mark. Transfer by question number and shade one letter only.

Independent task 5. Why does the speaker prefer the later train? A: it is cheaper. B: it leaves time to finish a class. C: it arrives earlier.

Teacher script / transcript 5. "The early train costs less, and it reaches the city before lunch. I still want the later one: my class finishes at ten."

Worked answer and review. B matches finishing the class; A and C describe the early train, not the chosen one. Name your evidence and what a second listen would check.

Vocabulary card meanings

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recording: Captured sound. directions: Instructions on where to go or what to do. feelings: A speaker's or character's emotions. connect: To join ideas. suggests: Hints at a meaning without stating it. distractors: Wrong options built on a likely error.

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Speaking skills

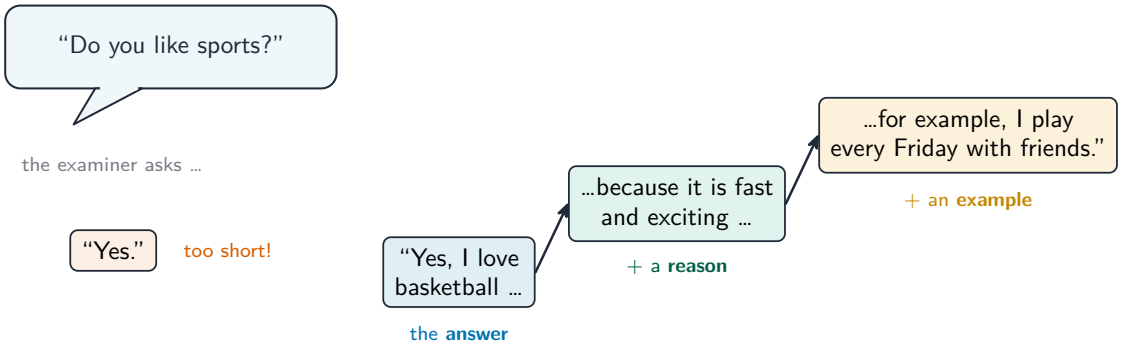
IGCSE English

Talking with the examiner

The speaking test is a friendly **conversation** 对话, not a test you fail by being nervous.

■ Take part fully

- Answer the question, then add more. A one-word answer is too short.
- Give reasons and examples. Show what you can do with English.



Answer, then add more: a reason and an example make a full turn

■ Interact well

- Listen to the examiner and **respond** 回应 to what they say.
- If you do not understand, it is fine to ask: "Sorry, could you repeat that?"
- Take **turns** 轮流 naturally, as in a real conversation.
- To check you have understood, repeat the idea in your own words: "Do you mean…?" or "So you're asking whether…?"
- Start your turn clearly, and link it to what the examiner said: "Yes, I think so, because…", "Actually, I see it a bit differently…".

A weak answer and a strong one.

> **Examiner:** What do you do in your free time?
>
> **Weak:** I play games. And football.
>
> **Strong:** Mostly I play football with my friends on Saturdays. It's a great way to relax after a week of studying, and our team is quite good, so it's exciting. I also play computer games, but my parents only let me play at weekends, which is probably a good idea!

The weak answer gives two facts and stops. The strong one gives **facts** (football, Saturdays), **reasons** (to relax, it's exciting), an **extra point** (computer games) and

a small **opinion** at the end. It is not much longer, but it shows far more English.



Develop answers in conversation: add reasons, examples, and a short opinion

Giving a short talk

In Part 2 of the 0510 speaking test you talk on your own about the topic on a card, for two or three minutes, and the examiner then discusses it with you in Part 3.

■ Plan the talk

A short talk needs a clear shape. You have up to one minute to read the card and prepare, and you may not write notes, so make a quick plan in your head, not a script:

1. **Introduce** the topic in one sentence: "I'd like to talk about…".
2. Give **two or three main points**, each with a reason or an example.
3. **Finish** with a short conclusion or your opinion: "So, for me, …".

If the task is to **describe an event**, tell it in order and use past tenses: *First… then… after that… in the end…*. If it is to **justify an opinion**, give the opinion first, then the reasons, and mention the other side before your conclusion.

■ Develop your ideas

- Do not just list points. **Develop** 展开 each one with a reason or an example.
- Use phrases like "for example", "that is why" and "I suppose" to extend your answers.

■ Speak clearly

- Speak with good **pronunciation** 发音 and natural **intonation** 语调.
- Do not rush. It is better to speak clearly than quickly.
- If you forget a word, say it another way. This is called **paraphrasing** 释义.

■ Useful language

Memorise a few phrases 短语 for each move. They keep you talking when your mind goes blank.

- **To give an opinion:** *In my opinion… / I'd say… / For me,…*
- **To add detail:** *for example… / that's why… / what I mean is…*
- **To buy thinking time:** *That's a good question… / Well, let me think… / I suppose…*
- **To agree or disagree politely** 礼貌: *That's true, but… / I see what you mean, though…*
- **To compare:** *It's much easier than… / Compared with ten years ago,… / The main difference is that…*
- **To speculate** 推测 (talk about what might happen): *In the future, I think… / If I could…, I would… / It might be that… / I imagine that…*

A short pause with *"Let me think…"* sounds far better than silence. It shows control, not panic.

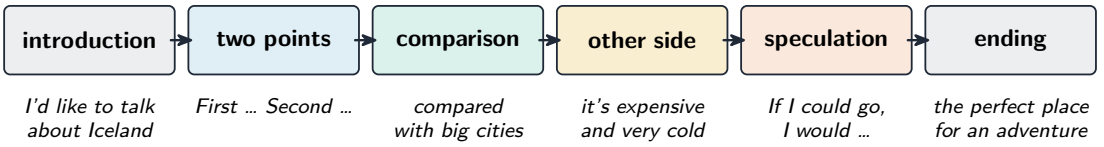
■ A model short talk

The task: *Talk about a place you would like to visit.*

> I'd like to talk about Iceland, which I'd love to visit one day. First, I'm really interested in nature, and Iceland has volcanoes, waterfalls and hot springs that you can't find in my country. For example, I've seen photos of the northern lights, and I'd love to see them for myself. Second, compared with big cities, it's very quiet, so it would be a complete change from my busy life. Of course, it's expensive and very cold in winter, so I imagine I'd go in summer. If I could go, I would probably travel round the island by car. So, for me, Iceland is the perfect place for an adventure.

Notice the moves: an **introduction**, two developed points (**first**, **second**), a **comparison** (compared with big cities), the **other side** (expensive and cold), **speculation** (If I could go, I would…) and a clear **ending**. At about 110 words it takes less than a minute to say, so in the test you would add more to each point: another example, a reason, or what you would do there.

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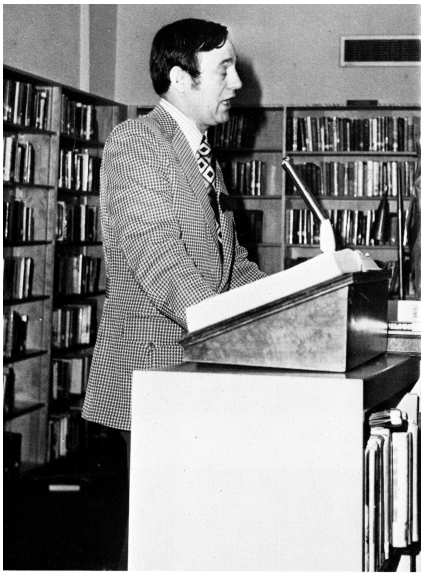
Six moves that build a short talk

■ A model turn

See how one student turns a plain question into a full, natural answer.

> **Examiner:** Do you enjoy studying at home?
>
> **Student:** In my opinion, home is better for some subjects. For example, I **revise** 复习 maths well at home because it is quiet and nobody **interrupts** 打断 me. But I suppose group work is easier at school, where I can ask my friends straight away. So really, it depends on the task.

The student gives an opinion, backs it with an example, admits the other side, and finishes with a neat conclusion. That is a strong, well-developed turn – and anyone can build it with these phrases.



A prepared talk at a lectern, read from notes. The 0510 short talk is different: you speak to one examiner, after planning the card in your head with no written notes

Exam tips

- The warm-up chat is not marked. Use it to relax and start talking, not to recite prepared lines.
- Do not recite memorised speeches. Your answers must fit the questions and the card you are given, and real conversation shows your English better.

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- Grow every answer: point, reason, example. “I like… because… for example…” fills a minute well.
- If you miss a question, ask: “Could you say that again, please?” That is good English, not a fault.
- Take each prompt on the card in order; every prompt can become a small topic of its own.

Vocabulary card meanings

respond: To answer what another person has just said. turns: The stretches of speech each person gets in a conversation. develop: To add detail so a point grows past a single sentence. intonation: The rise and fall of the speaking voice. paraphrasing: Restating an idea in new words. politely: In a respectful manner. revise: To go over material again in order to remember it. interrupts: Begins to speak before the other person has finished.

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Vocabulary and text types

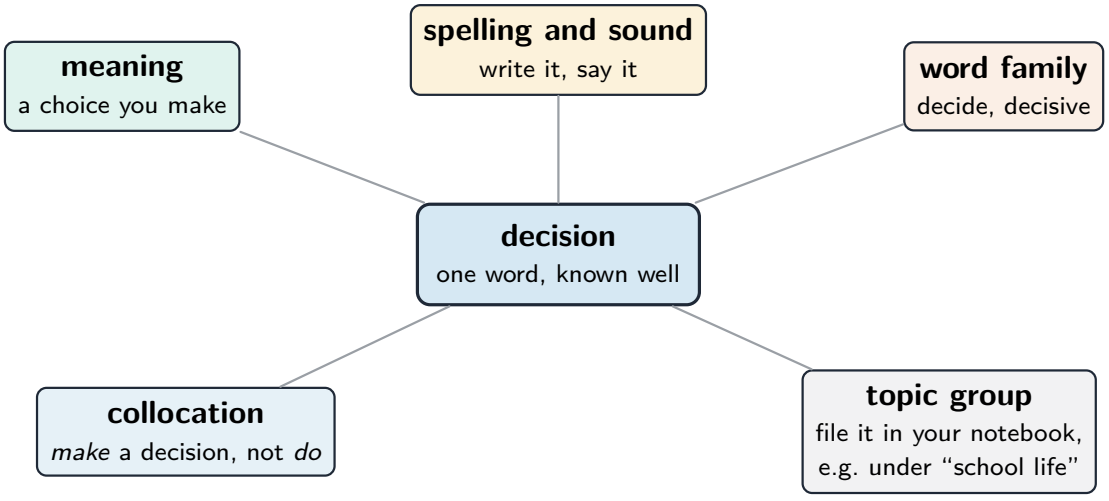
IGCSE English

Growing your vocabulary

A wide **vocabulary** 词汇 helps you in every part of the exam.

Learn words well

- Learn a new word with its meaning, its spelling, and how it sounds.
- Keep a vocabulary notebook. Group words by topic, such as travel or health.



Knowing a word well means knowing all of this

Use natural phrases

- Learn words that go together. These are called **collocations** 词语搭配, like "make a decision" or "heavy rain".
- Learn **set phrases** 固定短语 and common **phrasal verbs** 短语动词, like "give up" or "look after".
- Using natural phrases makes your English sound **fluent** 流利.

Many mistakes come from translating word by word. These collocations are often wrong in students' writing:

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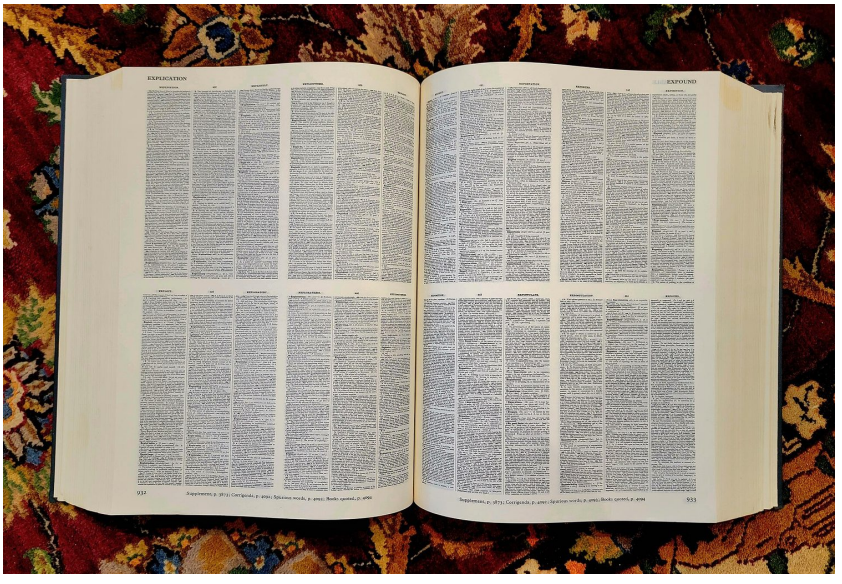
Not natural	Natural
do a mistake	**make** a mistake
make homework	**do** homework
strong rain	**heavy** rain
say a lie	**tell** a lie
learn knowledge	**gain** knowledge
open the light	**turn on** the light

When you learn a noun, learn the verb that goes with it: *take* a photo, *make* progress, *pay* attention, *have* a rest.

■ Guessing a word from context

In the reading paper you will meet words you do not know. Do not stop: use the words around it.

> **Worked example.** *"After the storm, the streets were **littered** with broken branches, leaves and rubbish."* What does *littered* probably mean? The sentence lists things lying everywhere after a storm (branches, leaves, rubbish), so *littered* must mean "covered untidily with things". Check the **word type** too: it follows "were", so it is a verb in the passive, describing the streets. You do not need a perfect translation to answer the question.



Growing vocabulary: notice useful words in every text type and practise them in your own writing

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Knowing your text types

Each writing task is a **text type** 文本类型 with its own rules.

Common text types

- An email is a message to one person; an **article** 文章 is for many readers; a **report** 报告 gives facts to a person in charge.
- A **blog** 博客 is a personal, informal online post – like an article but more personal and casual, so it sits near the **informal** end of the formality scale.
- A **review** 评论 gives an opinion about something you tried; an **essay** 议论文 argues a point of view.
- A **notice** 通知 and a **leaflet** 传单 give short, clear information.
- An **interview** 采访 is a conversation written down, in questions and answers.

Text type	Purpose	Reader	Style and features
email to a friend	share news, invite, ask	one person you know	informal: contractions, a friendly opening and close
formal email or letter	complain, apply, request	a manager or official	formal: no contractions, polite phrases, clear reasons
article	inform or entertain	magazine or website readers	a catchy title, a hook, a clear point of view
blog	share personal experience	online readers	personal and chatty, first person
report	give facts and suggest action	a person in charge	headings, neutral tone, recommendations
review	describe and judge	people deciding whether to try it	opinions with details, a recommendation
essay	argue a point of view	a teacher or examiner	formal, balanced, linking words, a conclusion
notice or leaflet	give short, clear information	the public	headings, short sentences, bullet points

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Text type	Purpose	Reader	Style and features
interview	report a conversation	magazine readers	questions and answers, natural spoken style

Match style to type

- Each text type has its own purpose, reader and tone.
- Before you write, ask: what is this text type, and what style does it need?



Every text type sits somewhere on the line from informal to formal

A vocabulary routine

Turn new words into words you truly own with four steps:

1. **Meet it** – when you find a new word, write it down with one example sentence.
2. **File it** – put it in your notebook under a topic group (travel, health, school).
3. **Test it** – cover the meaning and try to recall it the next day, then again a week later. This **spaced review** 间隔复习 fixes words in your memory far better than reading a list once.
4. **Use it** – put the word into your own writing or speaking within a few days, before you forget it.

Five words learned this way each day is over a thousand a year.

Exam tips

- Learn words in families, one family per text type: email openers, report verbs, review adjectives.
- In the writing exam, put the text type's fixed parts down first: greeting, title or headings. They take seconds and show the format at once; the marks themselves come from the content and language that follow.
- Keep a personal word list. Five new words a day beats fifty words once a month.
- When a new word appears in the reading paper, guess it from the context and keep moving; never freeze on one word.

Vocabulary card meanings

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collocations: Groups of two or more words that speakers habitually keep together. set phrases: Fixed groups of words best learned as wholes. phrasal verbs: A verb plus a small particle, often with a meaning of its own. fluent: Speaking smoothly, without long pauses to hunt for words. text type: The kind of writing required, such as a letter, a report, or an article. notice: A short public text about an event, a rule, or a request. leaflet: A small printed sheet giving the public practical information. spaced review: Going over material again after planned gaps in time.

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